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ABSTRACT

The Houston Independent School District (HISD) (Texas) was one of 16 districts nationwide to receive a Department of Education Safe Schools Discretionary Grant for the 1995-96 school year. This federally funded violence prevention program was called the HISD Safe Schools Initiative. The grant established a model for integrating existing and new programs into an effective system of operation that can be replicated in other schools and large urban school districts. The initiative established a pilot program to promote safe, drug-free, and violence-free schools through 18 components addressing safety from the standpoint of education, social services, law enforcement, and community organizations. All 17 schools in a section of the school district implemented at least one component. The degree of program implementation varied from school to school. In that part of the school district, serious police incidents, less serious incidents, total incidents, and incidents leading to arrest decreased, while total incidents increased overall in the HISD. Student attitudes and behaviors tended to be less violent as a result of the program, although differences were small, and no differences in attitudes toward drugs were found. Teachers and students responded favorably to the program, although teachers continued to be concerned with issues of drugs and violence in the schools. Communication and coordination difficulties caused problems in program implementation, and recommendations for continued violence prevention programs after the grant period note the importance of communication and resource allocation. Eleven appendixes provide supplementary materials about the program and its participants. (Contains 3 figures, 85 tables, and 23 appendix tables.) (SLD)

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RESEARCH

Report on Educational Programs

An Evaluation Report from the Department of Research and Evaluation

Safe Schools Initiative
Final Report: 1995–96

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Houston Independent School District

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Executive Summary

Safe Schools Initiative
Final Report: 1995–96

Program Description

The Houston Independent School District (HISD) was one of 18 districts nationwide, and the only district in Texas, to receive a Department of Education Safe Schools Discretionary Grant for the 1995-96 school year. The 17-month, federally funded, violence prevention program was called the Houston ISD Safe Schools Initiative. Funding extended from February 1995 through June 1996. This grant established a model for integrating existing programs and new programs into an effective system of operation which can be replicated in other schools as well as other large urban school districts. Several agencies cooperated in the planning and implementation of this project, including the University of Texas School of Public Health and the Houston Police Department's Store-Front operation.

The Safe Schools Initiative established a pilot program to promote safe, drug-free and violence-free schools. Objectives were addressed through the implementation and evaluation of a model violence prevention program that targeted schools located in an area where the number of incidents of violence reported was among the highest in the city. The program included eighteen components addressing safety issues from the standpoints of education, social services, law enforcement, and community organizations. Evaluation of the Safe Schools Initiative focused on the following research questions:

1. How was each component of the Safe Schools Initiative implemented?
2. What was the program impact on the attitudes and behaviors of students, teachers, and parents in the targeted schools?

Findings

1. The degree of program implementation varied from school to school in the North District as expected in a campus-based decision-making environment. All 17 schools in the North District implemented one or more components of the program; all schools implemented out-of-school activities for students. A district Advisory Committee and campus Advisory Councils were formed to assist in the implementation. A large community meeting was held to launch the program. A community guidance center was established with staff to coordinate the alternative elementary school, violence prevention curriculum initiatives, parent involvement and training like *Padres con Poder*, counseling programs like SAP, and other components.

2. From the 1994–95 school year to the 1995–96 school year, in the North District, serious police incidents decreased from 89 to 68, and less serious incidents decreased from 268 to 243. Total incidents decreased from 357 to 311, and incidents leading to arrest decreased from 213 to 206. At the same time in HISD districtwide, total incidents increased from 3,733 to 4,388.

3. Demographic data revealed that in the North District 78.7% of the students were economically disadvantaged, and 11% were served in Special Education classes.

4. Student attitudes and behaviors toward violence tended to be less violent as a result of the program, although the differences were small; High school students often reported more violent behaviors and attitudes. There was little or no improvement in attitudes and behaviors toward drugs.

5. Positive remarks from teachers and administrators during site visits to elementary schools affirmed the value and need for the alternative elementary school.

6. Positive comments from counselors, teachers, and administrators, as well as increased demand for counseling services asserted the need and value of the Community Guidance Center.

7. Results of evaluating the Student Assistance Program (SAP) showed positive attitudes of both students and teachers toward the SAP.

8. All schools in the North District implemented after-school and Saturday programs. Increasing participation levels by students and teachers confirmed the need and success of extended day and extended week activities.

9. Results of the teacher survey indicated that teachers continued to be concerned with the issues of drugs and violence in schools, and many are frustrated with the progress toward solving the problems.

10. Communication and coordination difficulties contributed to delays in purchasing materials and equipment related to security, and delays installing management information systems related to gangs, juvenile crime, and violence.

Recommendations

1. It is recommended that HISD communicate information to principals about successful Safe Schools initiatives, and encourage principals to implement those programs that promote safe and drug-free schools.

2. It is recommended that the North District continue to improve student attitudes and behaviors toward violence through expanded curriculum and staff development programs, and to focus selected reading and writing activities on managing anger and reducing violence and drug use in school and society. Additional attention at the high school level is suggested.

3. With more than half of the alternative school students requiring special education services, it is recommended that a certified special education teacher or counselor be incorporated into the alternative school and Community Guidance Center.

4. Since all elementary schools in the North District are Title I schools, it is recommended that Title I funds or staff be allocated to support the alternative school and Community Guidance Center.

5. Since response to the parent programs was so positive in the North District, it is recommended that HISD offer those programs to parents throughout the district, to help them become more involved in home and school activities, to help them manage anger and solve problems without violence, and to teach their children to do the same.

6. Positive reactions from teachers and administrators affirmed the recommendation that the alternative elementary school should continue operation in the North District, and HISD should explore the feasibility of providing alternative elementary schools in other Management Districts.

7. With such positive comments from counselors, teachers, and administrators, it is recommended that operation of the Community Guidance Center should continue in the North District, and that HISD should explore the possibility of developing Community Guidance Centers in other Management Districts.

8. Positive attitudes of both students and teachers toward the SAP support the recommendation that HISD continue to provide training and support for principals that want to implement the SAP, and to promote collaboration between teachers and administrators to help resolve concerns about violence and drugs in the schools.

9. High levels of participation by students and teachers confirm the recommendation that HISD support additional before-school and after-school programs, as well as programs on Saturdays, to address the needs of students and their parents, using community and local resources to extend services to more students and parents.

10. Difficulties with communication and coordination support the recommendation that HISD clarify lines of authority and channels of communication between the HISD Police Department and HISD campus and district administration to facilitate program implementation and the purchase of materials and equipment.

Safe Schools Initiative
Final Report: 1995–96

On February 2, 1995, the Board of Education of the Houston Independent School District (HISD) accepted a $903,346 Safe Schools grant from the U.S. Department of Education designated the Houston Safe Schools Initiative. The Initiative established a pilot program in the North District (management district) to promote safe, drug-free and violence-free schools. This grant established a model for integrating existing programs and new programs into an effective measurable system of operation which could be replicated in other HISD districts as well as other large urban school districts. Components included were related to education, social and family services, law enforcement, and community organization.

Evaluation of the Safe Schools Initiative focused on 1) project implementation and 2) program impact. Evaluation results showed that the project had a positive effect on student attitudes and behaviors toward violence; however the impact was small. There was little if any effect on attitudes and behaviors toward drugs. Although the numbers of police related incidents increased in HISD, the numbers decreased in the North District. There was evidence to support additional curriculum development and staff training, programs for parents, continuation of the alternative elementary school, community guidance center, and Student Assistance Program, as well as additional extended day and extended week activities to continue the reduction of violence in the home, school, and community.

Introduction

Overview

The Safe Schools Initiative was a 17-month, federally funded, pilot program to promote safe, drug-free and violence-free schools. Funding extended from February 1995 through June 1996. This grant established a model for integrating existing programs and new programs into an effective system of operation which could be replicated in other schools as well as other large urban school districts. This model violence-prevention program targeted 17 schools located in an area where the number of incidents of violence reported was among the highest in the city. The pilot program was implemented in the 13 elementary schools, three middle schools, and one high school that were members of the Sam Houston High School feeder pattern. Several agencies cooperated in the planning and implementation of this project, including the University of Texas School of Public Health and the Houston Police Department's StoreFront operation.

Demographic data for the North District's 1995–96 students are displayed in **Appendix A**. They include distributions by grade, gender, and ethnicity, as well as home language, handicapping condition, and participation in special programs.

There were 16,269 students in the North District. Of this number, 2,877 (17.7%) were in high school (grades 9–12), 3,527 (21.7%) were in middle school (grades 6–8), and 9,865 (60.7%) were in elementary school. The ethnic distribution of students was 79.8% Hispanic, 9.9% African American, 9.9% White, and 0.4% Asian. While all schools were a majority Hispanic, the percentage ranged from 57.8% at Durkee to 94.5% at Herrera. The percentage of students who were African American ranged from 1.9% at Barrick to 28.1% at Burbank ES. The percentage of students who were White ranged from 2.5% at Herrera to 18.2% at Durkee. The gender distribution of the North District was 51.0% male and 49.0% female.

Enrollment was highest in first grade (9.9% of the total). It declined to 7.2% in seventh and eighth grade.

Then, there was an increase in ninth grade due to the necessity of earning a certain number of credits to reach tenth grade. This was followed by a sharp decline in tenth through twelfth grades. The twelfth grade percentage was 2.6%, in sharp contrast to the 9.9% in first grade.

Students in the North District participated in special programs such as Bilingual Education, English as a Second Language (ESL), Limited English Proficient (LEP), Immigrant, Migrant, Economically Disadvantaged, Gifted and Talented, Vocational Education, and Special Education in 1995–96.

The home language for the majority of students (51.2%) was Spanish, followed by English (48.5%) and Vietnamese (0.2%). The overall LEP percentage was 38.8%. The percentage of students who were LEP was lowest at the high school level and largest at the elementary school level, with the high school LEP percentage smaller than the LEP percentage at each of the middle schools, which ranged from 26.6% to 32.6% and were all smaller than the LEP percentage at the elementary schools, which ranged from 34.3% at Durkee to 67.9% at Janowski.

Overall, 25.6% of the students were in the Bilingual program. While two of the three middle schools had a bilingual program, the percentage of students in the program was less than 8% in each case. There was no Bilingual program at the high school. Among the elementary schools, the percentage of Bilingual Education program students ranged from 25.3% at Roosevelt to 56.9% at Berry.

The ESL enrollment, overall 7.1%, was highest at the secondary level. There, 14.4% of the high school students were ESL, and the percentage among the middle schools ranged from 10.4% to 20.9%. Of the thirteen elementary schools, three had 0.0% ESL, another three had less than 1.0% ESL, another three had between 1.0% and 2.0% ESL, and the school with the largest percentage ESL only had 5.7% ESL.

The percentage of students who were immigrants, 7.6% overall, was highest at Herrera (26.3%), Janowski (18.9%), and Garcia (10.2%). Percentages seem somewhat inconsistent with the percentages of students in bilingual education. For example, Lyons, only 3.1% immigrant, has 40.8% of its students in bilingual education.

The percentage of students who were migrant was 0.6% overall. The migrant percentage was highest at Barrick (2.1%), Coop (1.3%), and Fonville (1.0%).

The percentage of students who were economically disadvantaged was 78.7% overall. It followed the same trend among schools as the bilingual and LEP percentages, lowest in the high school and highest in the elementary schools. The percentage of economically disadvantaged students was 47.8% at Sam Houston, ranged from 65.9% to 75.1% among the middle schools, and ranged from 78.0% to 96.8% among the elementary schools. Among the elementary schools, the percentage was at or above 90% at seven schools, between 85% and 90% at five schools, and 78% at one school.

The percentage of students who were in gifted programs was 4.7% overall. It was highest in the two Vanguard programs, Roosevelt (23.9%) and Burbank MS (17.7%), followed by Henry (10.8%), which has a SIGHTS program. The high school, one middle school, and five elementary schools had no gifted program.

There was a vocational education program at Sam Houston and all three middle schools. The percentage of students in the vocational education program was 76.6% at Sam Houston. Among the middle schools, it was above 20% at Henry (24.4%) and Burbank (20.9%), but 11.6% at Fonville.

The percentage of students in Special Education, 11% overall, was highest at the secondary level. While three of thirteen elementary school had more than 10% of their students in Special Education, all of the secondary schools did. Students with Learning Disability were the largest percentage (6.3%), followed by students who were speech impaired (1.7%), emotionally disturbed (0.9%), and mentally retarded (0.9%), and orthopedically handicapped (0.4%). The highest percentage of Special Education students was at Fonville MS (18.9%) and Burbank ES (17.1%). Burbank ES receives many students from other school zones because of its Special Education services, hence the large percentage.

Goals and Objectives

The goal of the initiative was to improve the capacity for education for children by providing a disciplined environment that was conducive to learning. The project addressed the need for comprehensive programs involving the school, family and community. The Safe Schools Initiative focused on the following objectives:

1. To collect data in an efficient manner for use in design and implementation of a comprehensive

safety and security plan for the district and comprehensive school safety plans for 17 targeted schools,

2. To make targeted schools safer by taking measures to reduce violence and discipline problems at school sites,
3. To provide targeted schools with violence prevention activities that improve skills in coping with the consequences of community violence, and
4. To provide parents and other adults with training to help them improve their capacity to respond to children's need for a safe, secure, and disciplined environment.

Activities

To achieve these objectives the project included violence prevention curricula, training for school personnel, school policing, student assistance programs, peer assistance, peer mediation, an alternative setting for elementary age children, counseling in a community guidance center, culturally competent parent training, and partnerships with law enforcement, community agencies, churches and city parks to develop after-school activities for children and youth.

Budget and Funding Source

In February 1995, the HISD Board of Education accepted a $903,346 Safe Schools grant from the U.S. Department of Education designated the Houston Safe Schools Initiative. Funds were provided for personnel, supplies and materials, contracted services, and capital equipment to promote safe and drug-free schools.

Counselors and teachers were selected to staff an alternative elementary school and community guidance center. A police officer was hired as a community liaison to improve communications between the school, the community, and the police department. Funds were also allocated to coordinate, administer, and evaluate the project.

Provisions were made for contracted services to conduct training for staff, school administrators, and teachers. Services were also contracted for after-school activities for students in the targeted schools. Supplies and materials were purchased to promote safe and violence-free schools through HISD curriculum modifications and other strategies to improve safety in the schools. Equipment was purchased to improve security of facilities, electronic communications, and data collection and reporting.

Purpose for Evaluation

An on-going program evaluation of the Safe Schools Initiative was conducted to describe and document the implementation of the program in order to support replication of the program in other schools and districts; and to assess the impact of this program on crime, disciplinary actions, and attitudes of students, teachers, and parents in the district. The objectives for the program evaluation were addressed by the use of the following evaluation questions:

1. How was each component of the Safe Schools Initiative implemented?
2. What was the impact of the Safe Schools Initiative on the attitudes and behaviors of students, teachers, and parents in the North District?

Methods

Study Design

Both qualitative and quantitative research practices were utilized. These included: student surveys; teacher surveys; administrator, teacher, and parent training evaluations; disciplinary action data; campus based police-related incidents; site visits to schools and interviews with school personnel. Those data were used to assess the implementation of the project, as well as any changes in the behaviors and attitudes of students, teachers, and parents.

Assessment Procedures

Student and teacher survey instruments were developed and administered to assess their attitudes about school safety. A pre-survey was administered in spring 1995 in the elementary and middle schools, and in fall 1995 in the high school, before implementation of the project. A post-survey was administered in spring 1996, after implementation of the project. Results from elementary, middle, and high school students, their parents and teachers were compared to determine the impact of the program on their attitudes related to school safety, violence, and related issues.

Evaluations were completed for administrator training, police officer training, SAP training, SAP group experiences, and parental education programs. Results were analyzed to determine the effectiveness of the training.

Records of disciplinary actions and campus based police related incidents were tabulated by school and by district to monitor student behavior. The number of disciplinary actions and police related incidents for the 1995-96 school year were compared to totals for the previous year to assess the impact of the program on police related incidents in the district.

Results

How was each component of the Safe Schools Initiative implemented?

Implementation of the Safe Schools Initiative focused on achieving success through the accomplishment of four broad project objectives through eighteen related components. A description of the activities and the level of school participation in these activities and components was used to assess the success of the implementation process.

Objective 1: To collect data in an efficient manner for use in design and implementation of a comprehensive safety and security plan for the district and comprehensive school safety plans for 17 targeted schools.

Component 1.1: School Safety Checklist

The Safe Schools Initiative proposed to use a School Safety Checklist which was developed by the Texas Education Agency as the basis for preparing a comprehensive school safety plan for each school in the North District. A national consultant, Ron Garrison of Ron Garrison and Associates, introduced TEA's School Safety Checklist to school principals, campus coordinators, and HISD police officers during a series of training sessions in Spring 1995. This training was designed to prepare HISD police officers to visit each school before the 1995-96 school year, to walk through each campus with the principal and campus coordinator using the School Safety Checklist, and to assist in developing the comprehensive safety plan for the campus.

Districtwide administrator training was conducted by Ron Garrison on March 31, 1995. A total of 240 HISD administrators attended the session, with 18 participants from the North District; 140 participants responded to the evaluation questionnaire. An evaluation summary is included in **Appendix B**. The inservice was well received with 93% of the respondents giving it a positive rating on the evaluation questionnaire. Most respondents considered the most important idea was to "focus on relationships and caring" followed closely by ideas related to "conflict resolution." Most respondents felt that their school could work closer with the home and community by using more parent and community volunteers. The district could help by providing more inservice training. Participants suggested topics such as classroom and student management, discipline, safe campus strategies, conflict resolution, interpersonal skills, victimization, community relations and video presentations similar to the training provided to district administrators.

School Safety/Security Training for police personnel was conducted on June 12-14, 1995 by Ron Garrison of Garrison and Associates. A total of 87 participants registered for the HISD Police Training on the first day of the three-day training program. The first two days were geared to police officers and Safe Schools Coordinator/Counselors, while the third day was a leadership training for police supervisors and other police leadership persons. Thirteen supervisors and others attended the leadership training.

A summary of the evaluation results for the three day police officer training is in **Appendix C.** When asked to list "most important ideas," almost half of the respondents cited ideas about making schools safer and keeping children safe as most important. Cooperation and teamwork were also mentioned by one-fifth of the participants. When asked what can police officers do to improve the safety of students, more than 70% mentioned improving relationships with students, parents, teachers and administrators. When asked what the district can do to improve safety in the schools, 40% suggested meetings, workshops, and training. Another 30% cited financial support for additional officers and higher pay for officers.

During site visits to each campus in the North District, it was determined that each school conducted a campus safety check using either the TEA developed Safe Schools Checklist or HISD's board approved safety checklist. Some schools reported completing the Safe Schools Checklist during the training session, then conducted a campus walk through using HISD's approved safety checklist. Each school developed its own comprehensive safety plan as required by the district and the Safe Schools Initiative.

Component 1.2: Management Information System

The HISD Police Department explored a number of information systems specifically related to tracking gang related activities. The plan was to review the specifications and cost of the hardware and software, purchase three IBM 486 computers with appropriate software, train police department personnel to use the systems, implement the systems, and provide monthly reports to principals tracking gang activity in the area.

One system, Gang Related Information Tracking System (GRITS) required specific equipment, software, and coordination with the county and other law enforcement agencies. The system was reviewed but not fully implemented for reasons related to the equipment, software, and coordination with other agencies.

HISD collects information related to campus-based police related incidents for each management district, including the North District. The Campus Based Police Related Incidents report provides the total number of Uniform Crime Report (UCR) incidents by campus. Copies of the reports for Academic Year 1994-95 through July 31, 1995, and for Academic Year 1995-96 through July 31, 1996 are presented in **Appendix D**.

The incidents are reported in two parts: Part I UCR incidents are more serious and more violent, including aggravated assault, arson, burglary, criminal homicide, forcible rape, larceny, theft, motor vehicle theft, and robbery. Part II UCR incidents tend to be less violent, including curfew violations and loitering, disorderly conduct, driving under the influence of alcohol, drug abuse, drunkenness, embezzlement, forgery, counterfeiting, fraud, gambling, liquor law violations, offenses to family and children, other simple assaults, prostitution, vice, runaways, sex offenses, stolen property violations, suspicion of a crime, vagrancy, vandalism, and weapons carrying.

HISD also collects discipline related activity and publishes its Disciplinary Action Report (DAR). This report details the number of in-school and out-of-school suspensions, the number of expulsions, and similar disciplinary actions. This report is also issued by campus and by district. A copy of the Disciplinary Action Report is included in **Appendix E**.

Component 1.3: Student and Teacher Surveys

The Safe Schools Initiative employed pre- and post- surveys to assess the attitudes and behaviors of students and teachers toward violence and school safety in the North District. Fourth and fifth grade elementary school students and their teachers, and all middle school students and their teachers, were surveyed in spring of 1995 and spring of 1996. A sample of the high school students and their teachers were surveyed in the fall of 1995 and the spring of 1996.

Survey questionnaires were developed cooperatively by HISD project evaluators and consultants from the University of Texas School of Public Health (UTSPH). Survey items were field tested with groups of fourth and fifth grade students. Focus groups included project staff, HISD evaluators, UTSPH consultants, and HISD teachers to provide background for the development of the questionnaire.

Customized scan sheets for the elementary school survey were designed by National Computer Systems (NCS) based on specifications of project evaluators. NCS scan sheets were scored by Region IV Education Service Center (ESC) in Houston, Texas. Middle school scan sheets were designed and scored by J&D Data Services in Plano, Texas. Scan sheets for the teacher and staff surveys were scanned by HISD evaluators using standard scanning forms. Data were collected and analyzed by both HISD evaluators and UTSPH consultants. Preliminary results of the spring 1995 survey were provided to schools in the North District in fall of 1995. Results of the pre- and post-questionnaires for elementary school students are in **Appendix F**, middle school students in **Appendix G**, and high school students in **Appendix H**. The Teacher and Staff 1996 survey is in **Appendix I**.

Component 1.4: District Advisory Committee

The District Advisory Committee was designed to include a cross-section of the community that represented a variety of cultures, occupations, businesses, and services. This was an advisory committee that helped provide direction and leadership for the Safe Schools Initiative. Although the proposal called for monthly meetings, the committee met quarterly during the 1995-96 school year to review the progress of the project.

The committee was comprised of 34 members, including 5 teachers, 5 parents, 2 clergy, 4 public officials, 5 private school representatives, 4 law enforcement officers, 5 business providers, and 4 service providers. Some members were also parents and served in a dual-role. Membership on the committee was finalized in the spring of 1995. Members

Table 1.1 Safe Schools Grant Advisory Committee

Name	Category	Name	Category
Constable Jack Abercia	Law Enforcement	Ms. Kathleen Martin	Private School
Mr. Richard Aguire	Teacher	Mr. Jim McInvale	Business Provider
Rev Frank Alegria	Clergy	Ms. Mary Morales	Business Provider
Ms. Teresa Arrequin	Parent	Ms. Arlene Nichols	Public Official
Mr. John Bean	Teacher	Mr. Carroll Oliver	Business Provider
Mr. Richard Cantu	Public Official	Mr. Ken Papierz	Law Enforcement
Ms. Rachel Champion	Teacher	Ms. Liz Peacock	Parent
Ms. Camillia Clifton	Teacher	Mr. Ron Phillips	Business Provider
Mr. Felix Fraga	Public Official	Sr. Donna Pollard	Private School
Congressman Gene Green	Public Official	Mr. Rick Prieto	Business Provider
Mr. Bill Gumtow	Private School	Mrs. Mary Quiroga	Parent
Ms. Anita Harta	Parent	Ms. Ann Sam	Service Provider
Mr. and Mrs. George	Parents	Sr. Charles Ann Solomon	Private School
Ms. Elna Jones	Private School	Officer Ken Strange	Law Enforcement
Dr. Steve Kelder	Service Provider	Mr. Paul Tastad	Service Provider
Officer Robin Kirk	Law Enforcement	Mr. Max Torres	Clergy
Ms. Lapierre	Teacher	Mrs. Dottie Watthuber	Service Provider

of the Safe Schools Grant Advisory Committee are listed in **Table 1.1**.

Component 1.5: Safe Schools Advisory Councils

Each school in the North District appointed a Safe Schools Coordinator to assist the principal and coordinate meetings of the Safe Schools Advisory Council. Members of the council represented students, parents, community, law enforcement, and teachers from the school and local community. A list of the Safe Schools Coordinators is in **Table 1.2**.

One duty of the Safe Schools Advisory Council was to conduct the Safe Schools Checklist as a team with the principal, coordinator, and advisory council members (including the police officer). Site visits to each school indicated that many schools utilized the HISD Board approved checklist rather than the TEA developed Safe Schools Checklist. Campus advisory councils were formed and provided parent and community involvement and support for the Safe Schools Initiative at each school.

Component 1.6: Inform Parents and Community about Crime and Violence

The Safe Schools Initiative proposed providing monthly information to schools through school publications. Information concerning Police Related Incidents was reported monthly during the 1995-96 school year to principals in HISD on the Campus Based Police Related Incidents report. Principals in the North District disseminated information to the community through campus Safe Schools Advisory Councils and local parent/teacher organizations. In addition, community newspapers periodically reported information related to crime and violence in the community.

Table 1.2: Safe Schools Coordinators

Name	Location
Andres Balp	Lyons ES
Resa Butler	Houston HS
Camillia Clifton	Herrera ES
Joyce Greer	Northline ES
Lillian Hall	Roosevelt ES
Gib Henington	Fonville MS
Marsha Joseph	Burbank ES
Jason Levy	Garcia ES
Diane Murphy	De Chaumes ES
Rita Robinson	Coop ES
Ruben Salazar	Berry ES
Daniel Serenil	Janowski ES
Valdalyn Smith	Durkee ES
Cherry Sublett	Henry M S
Tracy Van Wright	Scarborough ES
Maxine Westberry	Burbank MS
Angie Anderson	Barrick ES

An HISD television program featured activities of the Safe Schools Initiative, and HISD newsletters carried stories about the project. Most HISD publications were printed bi-monthly or quarterly.

Disciplinary Action Report information was provided as scheduled twice per year. Preliminary evaluation data was provided as needed throughout the project. An informational brochure was developed by project evaluators and Safe Schools Initiative staff. It was produced by HISD's graphics department for informational and promotional use in the spring of 1996.

Objective 2. To make targeted schools safer by taking measures to reduce violence and discipline problems at school sites.

The second objective of the Houston Safe Schools Initiative was to make target schools safer by taking measures to reduce violence and discipline problems at school sites. In order to meet this objective, six activities were planned: 1) store-front police and community liaison; 2) gang identification and prevention and monitoring dangerous areas; 3) Parents on Patrol; 4) implement Weapons Are Removed Now (WARN) program to break the code of silence; 5) alternative site for elementary age students; and 6) community guidance centers. Each of these will be examined.

Component 2.1: Store-front police and Community Liaison

The store-front for the North District was not implemented. However, the community liaison was hired and began work on September 15, 1995. Additional police presence in the North District included 3 campus officers and 3 loss prevention officers at Sam Houston, 2 campus officers at each of the middle schools, a North District feeder patrol, and regular districtwide patrols. One part of this component was the purchase of computer equipment and software. Three Compaq computers were bought and placed at Waltrip HS as part of the Gang Task Force. They ran SIDS, a suspect image data system, in conjunction with HPD and Pasadena PD. However, they were not yet networked. It was planned to be integrated with GRITS, the county's Gang Related Information Tracking System.

The community liaison was involved in a broad range of activities designed to improve safety in the North District. He assisted in the development of Parents on Patrol programs, implemented Kid Rap in all North District schools, implemented child fingerprinting program in five schools, made gang awareness and safe schools presentations at six schools, participated in before school surveillance at schools throughout the year, made presentations around the community, and been available upon demand in all the schools of the North District. The principals who had utilized his services spoke highly of him. Several principals also praised HPD's Northline Storefront.

Component 2.2: Gang Identification and Prevention and Monitoring Dangerous Areas

The schools identified dangerous areas as part of HISD's Emergency Procedures Plans. Some schools carried out the TEA School Safety Checklist. The schools identified security equipment which they planned to obtain, but for the most part had not yet obtained. Camcorders were purchased by the grant for the secondary schools. Sam Houston also had several camcorders before the grant. This would allow for implementation of the district's Gang Recording Intervention Program (GRIP). The recording was designed to serve three purposes: deterrence, gangster identification, and filing the appropriate charges.

In March, 1995, the district initiated the GEAR program (Gang Education Awareness and Resistance). Workshops were presented to both parents and administrators. The program, a partnership between HISD and the City of Houston, included gang education and gang intervention. The district planned to reinvigorate the effort the following year via the district superintendents.

The district had not yet sent officers for training in the GREAT program (Gang Resistance Education and Training). This program, financed by ATF and the Federal Law Enforcement Training Center, is designed for middle school students.

Component 2.3: Parents on Patrol

Six of the schools implemented the Parents on Patrol program. In addition to helping increase the level of security, the parents helped ensure student safety by helping with traffic in the morning and afternoon. The principals who had the program appeared to appreciate it. As the program relied on volunteers, it required a strong support base to remain stable.

Component 2.4: Implement Weapons Are Removed Now (WARN) program to break the code of silence

The WARN program had not yet begun at the time of the program evaluation. However, the WARN kit necessary for program implementation had been purchased and the program was ready to begin. The program relies on students from the high school making presentations at the middle and elementary schools. Thus, key ingredients to getting this program off the ground included having a successful WARN club at the high school and having cooperation between the high school and the other schools in program implementation.

A related program, Crime Stoppers, had been implemented at three schools, with an additional three planning implementation soon. Principals at several other schools noted that students and parents reported incidents directly to the school.

Component 2.5: Alternative site for elementary age students

The alternative school, as well as the community guidance center, were located in temporary buildings at Berry Elementary School. The school used two classrooms.

Staffing for the program included four people assigned to the classrooms (a teacher, an aide, a long-term sub, and a patron sub). These four all received special training for teaching at this school, including Boys Town training and other workshops on violence prevention and working with at-risk students. In addition, a counselor was assigned to the alternative school and the grant's curriculum specialist assisted in curriculum development.

The school began operation around November 13. Cumulative student enrollment for the school for 1995–96 was 22 (**Table 2.1**). Nine elementary schools were represented by these students. Of these 22 students, 12 were identified as in need of Special Education services: five were diagnosed as Emotionally Disturbed, 4 as Learning Disabled, and 3 as both Emotionally Disturbed and Learning Disabled. At year-end, there were 15 students in the program. In addition, there was a six-week summer school program attended by six of these students.

Due to transportation requirements, in its first year, the students were in school from 9 am to 2 pm. Included in the students' schedules were two hours of academics daily, as well as both individual and group counseling sessions. There were plans for the students to have a regular-length school day the following year. With the longer day, more ancillary activities (music, art, PE., etc.) would be added.

One way improved behavior was rewarded at the school was by a points system. Students earned points by demonstrating appropriate behavior (being on time, in seat with materials, beginning an assignment immediately, completing the assignment, participating, being courteous, following direction, remaining on task, and paying attention and listening to others). Then, the students could purchase rewards, including free time, with the points earned. On Friday, if enough points had been earned, the student could see a movie.

Initially, the teachers at the school were asked to implement the curriculum that the student's teacher at the sending school designed for the student. However, this did not appear to work. Frequently, part of the student's problem at the home school was that he/she was unable to succeed at the level at which this curriculum was aimed. Thus, it was determined in the following year there would be initial testing of each student at the alternative school. Then, each student's lessons would be built around the student's current educational level and HISD's curriculum resource, Project Access.

The two classrooms operated in different ways. In one, the students learned independently, and meals were brought into the room. In the other, students were able to work together, and the students had certain privileges (library, cafeteria, etc.).

Table 2.1: Students Enrolled in the Alternative School during 1995–96 by Sending School

School	Number of Students
Barrick ES	2
Berry ES	3
Burbank ES	3
Coop ES	3
De Chaumes ES	1
Durkee ES	0
Garcia ES	1
Herrera ES	0
Janowski ES	4
Lyons ES	0
Northline ES	3
Roosevelt ES	0
Scarborough ES	2
Total	22

In order for a student to be admitted to this program, a school had to initially make the determination that remedies within the school had been exhausted. Then, the counselor would meet with the teacher and principal, and observe the student in class for an hour. If it was determined that the alternative school was the proper placement, the counselor would then meet with the student and his parent. In order for the student to enroll in the alternative school, both the student and parent had to sign a contract agreeing to certain conditions. One frustration for the school staff was their inability to enforce this contract, particularly with regard to parent involvement in parenting programs, as the student was clearly better off attending the alternative school than not. Exiting procedure were also developed, whereby the student was gradually reintroduced to his home school or another school if that was deemed necessary.

Principals cited several benefits of the alternative school. One stated that when children had returned, they had a more positive attitude, were more polite, more well groomed, etc. Another mentioned that being able to refer the few difficult students to the alternative school had helped the teachers tremendously, by enabling them to concentrate on the other students. A third principal stated just the existence of the alternative school had made a palpable difference in staff morale and student discipline, as teachers knew that if the situation became impossible, there was a ready alternative. One principal felt that the alternative program had not been strict and structured enough to benefit the student she had sent to the alternative school.

Table 2.2: Students receiving Services from the Community Guidance Center during 1995–96 by School

School	Number of Students
Sam Houston HS	3
Burbank MS	4
Fonville MS	8
Henry MS	5
Barrick ES	6
Berry ES	20
Burbank ES	5
Coop ES	6
De Chaumes ES	2
Durkee ES	4
Garcia ES	2
Herrera ES	0
Janowski ES	4
Lyons ES	4
Northline ES	13
Roosevelt ES	1
Scarborough ES	24
Others	4
Total	115

Component 2.6: Community guidance centers

One community guidance center located at Berry Elementary School in the North District was funded in this grant. One counselor was also funded out of this grant. In addition, three other counselors who coordinated districtwide programs operated out of Berry and assisted as needed.

A total of 115 students were served by the Berry community guidance center (**Table 2.2**). The students came from 16 of the 17 schools in the North District. Three elementary schools used the guidance center most heavily: Scarborough (24 students), Berry (20 students), and Northline (13 students).

In addition, many parents were involved in both individual counseling and various parenting classes (see Component 4.2). Parents whose students were attending the alternative school were required to participate in parent training at the center.

La Rosa–The Rose, an organization for battered women residing in the North District and its environs, operated out of the guidance center. It also provided referrals to the center. Also, the center operated a library containing a variety of violence prevention resources which were available to all North District schools.

Several principals made strong, positive comments regarding the center. One stated, "The Center meets the school's expectations and the school plans to continue using the center. The counselors are sympathetic to students and parents. The Center is a valuable resource for parents. It provides an outlet for parents, counseling for parents, and counseling for more serious psychological or mental problems of students." Yet, some principals reported not using the center, or only upon referral of a student to the alternative school. The center played an extra role for schools without counselors.

Objective 3: To provide targeted schools with violence prevention activities that improve skills in coping with the consequences of community violence.

Component 3.1: Student Assistance Program

The primary focus of the SAP training was to train teachers and other school personnel (nurses, counselors, principals, assistant principals) to identify children who were at risk for violence, substance abuse, gang involvement and other high-risk behaviors, and be able to provide peer support groups.

Three-day SAP training sessions based on the Life Skills curriculum developed by Baylor University were conducted for targeted Safe Schools by the Drug Free Schools counselor with consultants from Baylor College of Medicine with specific expertise in this training. A total of six three-day training sessions were conducted: training dates were June 20-22; July 26,28,31; Aug 1-3; Aug 8-10; Aug 11,14,15, and Sept 20-22, 1996. Sixty-four facilitators from targeted schools were trained in these sessions. Training included work in these areas: substance abuse prevention, the listening process, levels of communi-

Table 3.1: Agreement/disagreement of Trainees with Opinion Statements Before and After SAP Training, in Percents. Before-training N = 61; After-training N = 62.

						Subtotals:	
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Disagree/Strongly disagree	Agree/Strongly agree
I understand how to begin and conduct a student support group.							
Before	10	30	33	21	7	39	28
After	0	2	3	53	42	2	95
Change						**-38**	**67**
As a support group facilitator, I need to solve students' problems.							
Before	16	44	23	15	2	61	16
After	60	24	5	5	6	84	11
Change						**23**	**-5**
I feel confident about my ability to facilitate a student support group.							
Before	5	7	30	48	11	11	59
After	0	2	11	53	34	2	87
Change						**-10**	**28**
One or two facilitators, it doesn't matter.							
Before	8	28	38	18	8	36	26
After	45	31	11	10	3	76	13
Change						**40**	**-13**
It is important to close the student support group meetings.							
Before	0	7	25	30	39	7	69
After	2	2	3	24	69	3	94
Change						**-3**	**25**
It is important to bring closure at the end of the student support group.							
Before	2	2	13	43	41	3	84
After	2	0	2	18	79	2	97
Change						**-2**	**13**
I can identify a student who could benefit from participating in a student support group.							
Before	3	3	23	44	26	7	70
After	2	2	6	52	39	3	90
Change						**-3**	**20**
My school has a discipline problem.							
Before	2	11	16	51	20	13	70
After	2	10	15	50	24	11	74
Change						**-2**	**4**

Note: Due to rounding, subtotals and differences may not appear to add up.

cation, developmental needs of children, enabling and family roles, child abuse disclosure, debriefing, termination and loss, and intensive work in group process including process-content distinction, stages of group development, roles group members assume, processing of a group, and closure, as well as a demonstration group activity.

The changes in opinion which took place over the course of the training may be seen in **Table 3.1** on the previous page. The largest changes took place for the statements on understanding how to begin and conduct a student support group; the importance of whether a group has one or two facilitators; confidence in ability to facilitate a support group; and the importance of closing student support group meetings. By the end of the training, 90% or more of the participants agreed with the statements related to the importance of bringing closure at the end of a group and closing a group; understanding how to begin and conduct a student support group, and being able to identify a student who could benefit from participating in a student support group. After the training, 87% percent of the participants agreed or strongly agreed that they felt confident about their ability to facilitate a student support group, compared with 59% before the training.

Surveyed again after conducting SAP groups in their schools, facilitators expressed the strongest agreement with the need for these groups for students personally. Most strongly agreed that children need to express their feelings, and that support groups should be continued at their schools. Agreement was lowest with statements that SAP groups had improved the climate at their schools, that the school staff supported the groups, and that the groups had improved relations between students and their families. The full tabulation of responses is presented in **Table 3.2**. It should be noted that the single "strongly disagree" seen in most of the items were all the responses of one person, who "strongly disagreed" with every statement.

Table 3.2: Opinions of SAP Facilitators, Surveyed After Conducting Student Support Groups. N = 36

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Children need to express their feelings.	81	17	0	0	3
My school's student support group(s) should be continued.	64	28	6	0	3
I feel comfortable facilitating a student support group.	50	44	3	0	3
Students support groups improve the relationship between students and teachers.	47	47	3	0	3
Students support groups increase student self-esteem.	47	50	0	0	3
Student support groups improve students listening skills.	39	50	6	0	3
The SAP training I received provided the information I needed to begin facilitating a students support group.	36	50	8	3	3
Facilitating a students support group is hard work, but rewarding.	36	58	0	0	3
Students support groups improve students' attitude toward school.	36	42	17	0	3
Student support groups improve students' social skills.	36	58	0	0	3
My school's student support group was effective.	31	56	8	3	3
I would like additional group facilitator training.	25	36	22	14	3
My principal supported the SAP students support group.	25	61	8	3	3
Alcohol and drugs are a problem at my school.	22	22	14	25	14
Student support groups reduce disciplinary problems.	19	53	25	0	3
Students support groups improve the relationship between students and their families.	17	50	28	0	3
The staff at my school supported the students support groups.	17	53	19	8	3
My school's climate has improved as a result of my school's Students Assistance Program.	11	36	44	6	3

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Active SAP groups operated at Burbank, Coop, De Chaumes, Durkee, Janowski, Northline, and Roosevelt elementary schools; Burbank and Henry middle schools, and Sam Houston High School. A total of 272 elementary, middle, and high school students were served. SAP groups in the schools typically met once a week for forty-five minutes and included two trained facilitators and six to ten students. The focus was on helping the students develop tools for taking better control of their lives. Facilitators from all the groups in a school met together, usually once a week, for a debriefing.

At the conclusion of the SAP component, participating students were asked to complete an evaluation questionnaire. Evaluation questionnaires were completed by 178 students. Their responses may be seen in **Table 3.3**.

While each of the items drew a highly positive response from students, the strongest positives of all related to the group facilitators. Ninety-four percent of the participating students agreed that the group leaders listened to the students; 91% agreed that the group leaders cared about the students in the group. The lowest agreement was with the statement that the group helped improve how the student worked in school, with which 68% of the students agreed.

Students had the opportunity to write comments on their questionnaires. Some sample comments:

"Listening to each other talk was the best thing."

"I felt very good when I talked to the group."

"These were the best teachers and I'm glad they picked all of us."

"The group cares about me."

"This program really is good when you need someone to talk to and you really listen to others."

" I think the group should stay longer because it has really helped me out."

"It was a good group, and it helped me express my feelings. This group made me feel great about myself."

"I wish we did not have to go because I will miss not being able to come and talk about my feelings with (facilitators)."

"It helped me very much with my problems. Let me speak out."

"It's nice because you can get your feelings out in the open. Makes me feel a lot better. It takes away the stress."

"I loved my group. It was encouraging and it did help. It was also fun."

"I wish that this group would stay together for the rest of the year. I mean that!"

Component 3.2: Peer Helpers/Peer Mediation

Peers Helping Peers sponsored training of students which emphasized refusal skills and helping strategies. Peer helpers listened and supported their schoolmates and promoted positive nurturing behaviors within the school. The peer helpers modeled positive behaviors for other students.

Peers Helping Peers had already been implemented in the following schools in the target feeder pattern through the Drug-Free Schools program: Barrick, Coop, De Chaumes, Durkee, Garcia, Herrera, Janowski, Lyons, Northline, Roosevelt, and Scarborough elementary schools; Burbank, Henry, and Fonville middle school; and Sam Houston High School.

Peer Mediation is a conflict resolution program in which peer mediators are trained to follow a step-by-step process to help the students come up with their own solution to a conflict. The Safe Schools Initiative

Table 3.3: Opinions of Students After Participation in SAP Groups (Percents). N= 178

	Agree	Disagree	Not sure	No response
The group leaders listened to the students.	94	4	2	0
The group leaders cared about students in the group.	91	3	6	0
The group helped me listen to others.	87	9	4	0
The group helped me to feel good about myself.	86	8	6	1
I made friends with the other students in my group.	86	6	6	2
The group helped me feel good about school.	84	3	13	0
I felt like I could talk in my group.	84	9	7	0
In my group people listened to me.	83	8	8	1
The group helped me to get along with others.	79	12	8	1
The group helped me improve how I work at school.	68	13	19	0

provided Peer Mediation training for more than 176 mediators from eight targeted schools: Berry, Burbank, Herrera, Janowski, Northline, and Roosevelt Elementary Schools, and Burbank and Fonville middle schools, all of which operated Peer Mediation programs with students during the program year.

Component 3.3: Violence Prevention Curriculum

A particular focus of efforts in this area was to integrate the various efforts already underway in violence prevention. Curriculum materials were developed for schools to incorporate violence issues

Table 3.4: After-school Activities Conducted in Conjunction with Safe Schools Initiative

Barrick ES	**Durkee ES**	**Roosevelt ES**
Ballet Folklorico	Art for Primary Students	Aerobics
Soccer League	Arts and Crafts	Board Games
YMCA Scholarships	Baby-sitting Club	Bowling
Berry ES	Beginning Guitar	Computer
Computer Classes	Cheerleaders Club	Computer
Literacy/ESL Classes	Chess Club	Crafts
Monday P.E. Club	Computer Club	Drill Team
Number Sense	Dance Class	Soccer: Made it to the playoffs
Reading Club	Decorative Sewing	Volleyball
Thursday P.E. Club	Garden Club	**Scarborough ES**
Burbank ES	Girls'Club	Academic and Athletic Leadership Camp
Basketball Best Shot:	Piano/Keyboard	Chess
Chess Club	Poetry Club	Gymnastics
Flag Football after school	Reading Club	Homework Tutorials
Soccer after school	**Garcia ES**	Kid Talk
TAAS Tutorials	Fifth Grade Sports	Math Games
Coop ES	Fourth Grade Sports	Math Olympics
African Dance	Third Grade Sports	Reader's Theater
Art Club	Arts and Crafts	Reading Games
Basketball	Ballet Folklorico	Sports
Brownies	Booster Club	Tutorials
Cheerleading Club	Gymnastics	A.W.A.R.E. Club
Chef Club	Photography/Writing	TAAS Enrichment Camp
Computer Club	Puppet Club	**Burbank MS**
Creative Writing Club	Reading Pals	Peace Week
Etiquette	Science Club	**Fonville MS**
Flag Football	Theater Club	After-School Soccer Program
Girl Scouts	**Herrera ES**	Club Houston
Guitar Club	Art Club	Fonville Swim Club
Modern Dance Club	Basketball	Saturday School
Photography Club	Flag Football	T.E.A.M.
Science Club	Intramural Activities	The After School Anti-Gang Initiative
Soccer	Judo	**Henry MS**
Softball	Soccer	Creative Arts
De Chaumes ES	Teen Court	Cultural Awareness Program
Basketball	**Janowski ES**	Intramural Golf
Cheerleading	Creative Hands-on Crafts	Kids' Kitchen
Cultural Appreciation	Science and Math Shop	Math and Geography Skills
Homework Helpers	Strategies and Chess Shop	Stage Productions Program
Life Skills Club	The Learning Game Shop	**Sam Houston HS**
Young Authors Club	**Lyons ES**	Bilingual Math
	Dance and Drama Club	Booster Club
District-wide Programs	**Northline ES**	Flag Team
CPR	Aquarium Experts	Garden Club
Primary Prevention	Father-Son Baseball	Martial Arts Club
Water Safety Instruction	Homework Help Program	Physics Traveling Show
		Water Polo

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with practice for the Texas Assessment of Academic Skills (TAAS), the standardized test taken annually by Texas public-school students upon which evaluations of districts and schools are based. Activities were recommended related to many TAAS objectives to incorporate ideas of wellness and violence prevention while practicing the TAAS-required skills. Wellness objectives related to safety and violence prevention were defined for each grade K through 8, and for high school. Objectives for each level were defined related to each of six goals: Myself, my body, my relationships, my choices, my life, and my world. These Wellness Objectives, for each grade level and for high school, may be seen in **Appendix J**.

Throughout September and October, 1995, Health and Physical Education teachers attended training sessions on The Key to Life is...Wellness curriculum. Topics included violence prevention, empathy, anger management, life skills, self-esteem, and conflict resolution. These topics were designed to be reinforced throughout the school day. The training sessions were used to make counselors and educators aware of what others in the district were doing, what materials were available, and how the materials had been related to the TAAS. Schools chose to focus their training sessions on topics such as: gangs, domestic violence, date rape, or other topics.

All schools utilized the Key to Life is...Wellness Curriculum in their health and physical education instruction, and a number of schools also had special sessions for students with the Safe Schools Health Education Specialist or with speakers from the police department addressing safety and violence issues.

Component 3.4: Out of School Activities

All of the targeted schools provided after-school activities for students, although the number and nature of the activities varied from school to school, as can be seen in **Table 3.4**, on the previous page. In addition to the school-based programs, district-wide programs were offered in water safety, primary prevention, and CPR. A primary goal for the programs was to provide students a safe and secure place to stay while waiting for parents to pick them up after work. Other purposes included building community, adding to students' sense of self-worth, and providing opportunities to learn new skills and build upon existing skills. Academic and athletic activities, including swimming, cheerleading, and basketball with meeting the Houston Rockets championship team, were popular, along with such skill building activities as chess clubs, garden clubs, art, photography, and music activities. A school with a garden club combined the produce with some donated meats to provide Thanksgiving baskets for needy school families. Another school awarded a decorative scarf to students achieving a white belt rank in judo. Activities were also used to bring parents into the schools: One school brought parents in preparing and making costumes for a Ballet Folklorico recital. Another offered classes for parents in safety and health issues, as well as in aerobics, while their children were participating in the out-of-school activities. A school with an active cheerleading program had the cheerleaders cheering in support of a number of activities, including events in classes; at the end of the term the cheerleaders went out to what was, for many, their first visit to a "nice" restaurant (Safe Schools funds did not pay for this event, but did pay for the cheerleading activities.) Several of the schools offering athletic activities played each other's teams in extramural competition; this was seen as building community both within and among schools. Some activities, particularly TAAS tutoring and workshops, were offered on Saturdays. A principal commented that the activities not only kept the students in a secure environment, but also sent to the community a clear message about concern for children's safety.

It is notable that the initial proposals submitted by individual schools for Safe Schools Initiative activities often included hourly-rate teacher pay for supervising after-school activities. Because of the number of hours involved, these costs proved prohibitive. Schools were advised to pay teachers a stipend for the activity rather than paying for each hour of work; this adjustment made it possible to offer a variety of activities in most of the schools.

Objective 4: To provide parents and other adults with training to help them improve their capacity to respond to children's need for a safe, secure, and disciplined environment.

Component 4.1: Violence Prevention Curriculum Training

The Health Education Specialist called for by the Safe Schools program design was hired in May, 1996. After a review of the violence prevention curricula available, the Education Specialist concluded that adequate violence prevention material was already available in the schools, particularly in the district's Health Education Curriculum Guide (Project ACCESS) as well as in the widely-used *Second Step* program.

The focus of efforts, then, was to increase teacher awareness and usage of the safety and violence areas of the available material. An all-day workshop was conducted during the summer of 1995, in which school teams from all 17 targeted schools worked on safety and violence prevention curricula and how to implement the curricula, including *Second Step, Violence Prevention Curriculum for Adolescents, Anger Coping Intervention with Aggressive Children.* The violence prevention curricula was integrated with the district's comprehensive PK-12 school health program, and during September and October of 1995, all of HISD's Health and Physical Education teachers were trained in the expanded health curriculum by means of workshops conducted by the Safe Schools Education Specialist on Tuesdays, Wednesdays, and Thursdays from September 19 through October 19, 1995. Separate sessions were held for elementary, middle, and high school teachers, and for middle school and high school chairpersons.

To further increase usage, the specialist related the Health Education Curriculum Guide and *Second Step* to support preparation for the TAAS by supplementing *Access to TAAS* with materials oriented toward violence prevention. Five after-school inservices were held for faculty, two in the fall semester and three in the spring semester, which provided presentations incorporating safety and violence prevention into the curriculum, and how to tie health, safety, and violence prevention concepts into TAAS preparation. The supplementary materials for each grade relating health and violence prevention issues to TAAS preparation were distributed to schools on a monthly basis. Four newsletters, which included various staff and family activities and information as to available resources, were prepared and distributed to schools. An instructional library was maintained at Berry ES for the North District on safety and violence prevention including videos, books, and kits. Examples of activities related to each TAAS objective in reading, writing, math, social studies, and science, may be seen in **Appendix K.**

Component 4.2: Train Parents in Violence and Effective Parenting

Each targeted school was given the opportunity to select materials and one or more programs to provide parent training in effective parenting; choices included Spanish language materials. On May 16, 1995, a meeting was held of Safe Schools coordinators from each of the schools in the targeted feeder pattern. Parenting materials available were presented by staff including the North District parenting specialist. Materials included *Padres con Poder*, Active Parenting Today, *Cara y Corazón*, Effective Black Parenting, Parenting Your Teenagers, Families for Prevention, True Colors, and the Practical Parent Education Program recommended by the Texas Association of School Boards. The programs most frequently selected by schools were *Cara y Corazón*, an eight-session workshop designed to strengthen Hispanic families, *Padres con Poder*, a five-session workshop offering parenting support for Hispanic families; *True Colors*, a three-week training designed to help parents understand how their personalities can create a positive or negative influence on family members; and Effective Black Parenting, a multi-session workshop designed to strengthen Black families.

Individual schools offered these programs, conducted by Safe Schools personnel and by individuals trained through the Safe Schools Intervention. In addition, parenting instruction was offered throughout the North District community. *Cara y Corazón* sessions were offered at Assumption Catholic Church on Rose Lane in May, June, and July, 1996. At the Community Guidance Center on Berry Road, *Cara y Corazón* classes were offered in English and in Spanish, along with Effective Black Parenting classes and a *Padres Con Poder* series. These sessions were offered January through July. Baby-sitting was provided, and day and evening sessions were available. **Table 4.1**, on the next page, shows the very positive reactions of parents to these training sessions.

In addition to the multi-session classes, a number of individual sessions for parents were conducted at the Community Guidance Center. Tuesday mornings, parent gatherings were held at the Community Guidance Center on a variety of topics. Participants were encouraged to examine family roles, cultural expectations, addiction, and enabling behaviors. Wednesday mornings, two-session classes were conducted on topics including True Colors, Goal Setting, Conflict Resolution, and Communication. Thursday and Friday mornings, one-session classes were conducted in True Colors (*Colores Verdaderos*), Goal Setting (*Trazando Metas*), and Gangs (*Pandillas*). Sessions at the church and community center were publicized by fliers in English and Spanish, and by newspaper articles in English and Spanish. Examples may be seen in **Appendix L.**

Table 4.1: Responses to Parent Training Made on Evaluation Forms after Training Sessions

N	# giving top rating	Comments:
True Colors		
17	16	
		It helped me very much to recognize myself and my immediate family.
		Me ayudado mucho a saber como soy y en que debo cambiar para ser mejor.
		Let me understand the way each person is different.
		Try to understand my children more by finding their own color.
		Me ayuda a escuchar a las personas y tomar todo con calma. Para saber que yo puedo hacer lo que yo quiero y llegar a la meta.
		Learned more about how to identify who some persons are not as easy to get along with and how to overlook it and get along without problems.
		I would like to keep on going to classes that help me with my problems with my children because I was at the point to where I didn't know what to do.
		Esta clase hoy me ha servido mucho porque he tratado de encontrarme a mí misma.
		Para conoser nos y conoser como son nuestros hijos y esposo y me gustanía segir con las clases.
Conflict Resolution		
8	8	Made me think of ways to help my kids with their problems at school and between each other.
		Learned to look and listen to both sides first.
		I have learned more how to handle conflict whether in school, home, or community.
Goal Setting		
14	14	Learned to relax and let your mind wander and improve your life to better it.
		So much enthusiasm -- good applicable techniques.
		Es mucho ayuda para nosotros.
Cara y Corazon		
10	10	Me ha servido mucho para tener paciencia y ya no utilizar los golpes.
		Contestarle preguntas a sus hijos
		Aprende que yo no soy la única que tiene problemas en la casa.
		Paciencia
		Mas comunicación con la familia y otros
Padres con Poder Training of Trainers		
21	18	Personal examples are very encouraging and helpful.
		This is such a great reinforcement for me. I am learning a lot.
		I just hope every parent in our city gets involved in this program. We will really eliminate then 95% of our problems!
		Pone las situaciones en diferentes perspectivas y hace que todos participen a encontrar soluciones.
		I will be able to relate it to other parents and at the same time will guide me in a better family relationship.
		I can't wait to implement this program at my school!

What was the program impact on the attitudes and behaviors of students, teachers, and parents in the targeted schools?

Elementary School Survey

In order to assess changes in the attitudes and behaviors of elementary school students towards violence and safety in the schools, fourth and fifth grade students in the North District were surveyed before and after implementation of the Safe Schools Initiative. The initial survey was conducted in the spring of 1995, before the project was implemented. The students were surveyed again in the spring of 1996 at the end of the first year of implementation. The same survey instrument was used in 1995 and 1996, with 10 additional items in 1996 to assess

Table 5.1 Elementary School Survey: Spring 1995 and 1996, Items 1-5, Percent Agree

Demographic Elements	1995	1996	Change
1. North Management District Total Respondents	2,170	2,180	10
	%	%	%
2. Grade level			
4th Grade	50	54	4
5th Grade	50	46	-4
3. Age			
9	7	10	3
10	37	38	1
11	39	40	1
12	15	10	-5
13 or older	1	1	0
4. Gender			
Boy	48	48	0
Girl	52	52	0
5. Ethnicity			
African American	8	9	1
Hispanic	78	76	-2
White	9	7	-2
Asian	1	1	0
Native American	1	2	1
Other or Don't Know	3	4	1

participation in selected project activities like peer tutoring, peer mediation, after-school activities, and others. Appendix E includes the survey questions and detailed pre- and post- results.

All thirteen elementary schools in the North District were surveyed: Barrick, Berry, Burbank, Coop, De Chaumes, Durkee, Garcia, Herrera, Janowski, Lyons, Northline, Roosevelt, and Scarborough.

Items 1-5 of the survey addressed demographic information as shown in **Table 5.1**. In spring 1995, 2,170 elementary students responded to the survey, 50% in the fourth grade and 50% in the fifth grade. The following spring of 1996, 2,180 elementary students responded to the survey, 54% in the fourth grade and 46% in the fifth grade. With very few exceptions, the fourth graders were 10 years old and the fifth graders were 11 years old. Each year, 48% were boys and 52% were girls. More than 75% of the respondents were Hispanic; less than 10% were either African American, White, or other.

Items 6 and 7 in **Table 5.2** concerned injury and fighting. There was little or no change from 1995 to 1996. About one fourth of the respondents had been in at least one fight during the past month; 15% had been injured and had to go to a doctor or nurse.

Items 8-18 were aggression indicators as presented in **Table 5.3** which can be seen on the next page . They asked students how many times during the past week they had acted in an aggressive manner by teasing, hitting, pushing, calling names, fighting, or otherwise hurting other students. In general, students reported fewer aggressive behaviors in 1996 than in 1995.

Each year, 66% reported getting angry very easily with someone. Almost 60% continued to hit back when someone hit them first. Almost half of the students reported teasing, pushing, or calling someone bad names; making fun of others; or being angry most of the day. A third of the students reported slapping or threatening someone. In 1995, 20% of the students reported hurting someone in anger during the past week, and the number increased to 21% in 1996. Although there was a positive change overall from 1995 to 1996, the number of aggressive acts continued to be high, and the change was less than expected.

Table 5.2 Elementary School Survey: Spring 1995 and 1996, Items 8-18, Percent agree.

	During the past 30 days (past month), at least once:	1995	1996	Change
6.	were you injured in a fight and had to go to a doctor or nurse?	15	15	0
7.	were you in a physical fight (fist fighting, pulling hair, biting, etc.) at school?	27	26	-1

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Table 5.3 Elementary School Survey: Spring 1995 and 1996, Items 6-7, Percent agree

	During the last 7 days:	1995	1996	Change
8.	I teased students to make them angry.	48	48	0
9.	I got angry very easily with someone.	66	66	0
10.	I hit back when someone hit me first.	64	59	-5
11.	I said things about other kids (made fun of them) to make other students laugh.	50	45	-5
12.	I told other students to fight.	20	20	0
13.	I pushed or shoved other students.	49	44	-5
14.	I was angry most of the day	46	44	-2
15.	I hit, bit, kicked, pulled someone's hair, or hurt someone because I was angry.	20	21	1
16.	I slapped or kicked someone.	34	33	-1
17.	I called other students bad names,	54	51	-3
18.	I told someone that I was going to hurt or to hit him/her.	36	34	-2

Table 5.4 Elementary School Survey: Spring 1995 and 1996, Items 19-28, Percent Agree

	During the last 7 days:	1995	1996	Change
19.	a student teased me to make me angry	65	65	0
20.	a student said things about me to make other students laugh (made fun of me).	63	61	-2
21.	other students told me to fight.	38	37	-1
22.	a student pushed or shoved me.	55	52	-3
23.	a student asked me to fight.	30	31	1
24.	a student slapped or kicked me.	33	31	-2
25.	a student beat me up.	11	13	2
26.	a student called me (or my family) bad names.	56	52	-4
27.	a student said to me that he/she was going to hurt or to hit me.	34	33	-1
28.	a student tried to hurt my feelings.	51	51	0

Items 19 through 28 were victimization indicators as listed in **Table 5.4**. They asked students how many times someone teased, pushed, taunted, or otherwise hurt them during the past week. Overall, students were victimized less in 1996 than in 1995; decreases ranged from 1 to 4 percentage points. During the previous week, 65% of the students reported being teased at least once; more than 60% were taunted. Half of the students were pushed, shoved, or verbally abused. About a third of the students were slapped, kicked, threatened, or urged to fight. About one in ten students reported being beaten up. Although there was less victimization in 1996 than in 1995, victimization incidents were relatively high.

Based on the results of the aggression and victimization indicators, 51% of the students physically or verbally abused 65% of their classmates during the 1995-96 school year. Although these numbers were high, there were fewer aggressive students and fewer victims in 1996 than in 1995. A one to four percentage point improvement was encouraging, but not large.

Items 29 and 30 as presented in **Table 5.5** addressed the issue of gangs. Three percent of the respondents reported being in a gang, while 1% would

Table 5.5 Elementary School Survey: Spring 1995 and 1996, Items 29-30, Percent Agree

		1995	1996	Change
29.	Would you like to join a gang?			
	No, I don't want to join a gang.	93	93	0
	I am in a gang.	2	2	0
	I am in a gang, but would like to get out of it.	1	1	0
	Yes, I would like to join a gang.	4	3	-1
30.	Have you ever worn a gang color, clothing, or hair cut on purpose?	1995	1996	Change
	No	79	80	1
	Yes	21	20	-1

Table 5.6 Elementary School Survey: Spring 1995 and 1996, Items 31-32, Percent Agree

	During the past 30 days (past month):	1995	1996	Change
31.	how many times have you seen someone carrying a knife or razor in your school.	22	22	0
32.	how many times have you seen someone carrying a gun in your school?	8	7	-1

Table 5.7 Elementary School Survey: Spring 1995 and 1996, Items 33-35, Percent Agree

33.	Imagine that you're in line for a drink or water. Someone your age comes along and pushes you out of line. What would you probably do if this happened to you?	1995	1996	Change
	Say something nasty to him.	17	14	-3
	Ask him why he pushed you.	54	54	0
	Nothing, just walk away.	26	26	0
	Tell him it's your place in line.	31	28	-3
	Push him out of line.	40	35	-5
34.	You're walking to the store. Someone your age walks up to you and calls you a name. What would you probably do if this happened to you?	1995	1996	Change
	Call a name back.	36	32	-4
	Ask what's going on.	26	29	3
	Walk away.	40	41	1
	Say cut it out.	28	27	-1
	Hit. back.	20	18	-2
35.	You see your friend fighting with another boy his age. What would you probably do if this happened to you?	1995	1996	Change
	Cheer for your friend to win.	15	14	-1
	Find out why your friend and the other kid are fighting	40	37	-3
	Go away and let your friend and the other kid fight it out.	13	10	-3
	Try to get both of them to calm down and stop fighting.	62	61	-1
	Join your friend fighting against the other kid.	22	21	-1

like to get out of the gang, and 3% would like to join a gang. Although 93% of the respondents did not want to join a gang, one of five students reported wearing a gang color, clothing, or haircut on purpose.

Items 31 and 32 focused on weapons as shown in **Table 5.6**. In both 1995 and 1996, 22% of the respondents saw someone carrying a knife or razor in school; 8% saw someone carrying a gun in 1995, and 7% saw someone carrying a gun in 1996. There was very little difference in the number of weapons seen over the course of the study.

Items 33 through 35 described potentially violent scenarios as presented in **Table 5.7**, and asked students what they would do in those situations. More than half of the students offered non-violent solutions, such as asking questions, calming down, talking it out, or walking away. However, 35% continued to respond to physical aggression with verbal or physical retaliation. More than 20% would join their friend in a fight. Overall, non-violent responses increased by 1-5 percentage points in 1996. Results were encouraging, but small.

Items 36-38 in **Table 5.8** concerned drinking, smoking, and marijuana use by fourth and fifth grade elementary students. From Spring 1995 to 1996, fewer students reported smoking cigarettes or mari-

Table 5.8 Elementary School Survey: Spring 1995 and 1996, Items 36-38, Percent Agree

		1995	1996	Change
36.	Have you ever drunk more than a sip of beer, wine, wine cooler or other alcoholic drink?	45	42	-3
37.	Have you ever smoked more than a puff of a cigarette?	22	21	-1
38.	Have you ever smoked marijuana?	6	5	-1

Table 5.9 Elementary School Survey: Spring 1995 and 1996, Item 39, Percent Agree

39. Which of the following is a good way to calm down?	1995	1996	Change
breathing slowly	55	54	-1
screaming	11	9	-2
going to a quiet place	43	44	1
saying to yourself, "That really makes me mad!	11	9	-2
counting backwards	14	11	-3
eating	9	8	-1
talking to yourself	22	21	-1
pretending that you aren't mad	17	19	2
hitting the person you are mad with	12	11	-1
crying	15	12	-3

juana, with a change of 1-3 percentage points from one year to the next. About four of ten students reported drinking alcohol at least once. One of five students reported smoking more than a puff of a cigarette. One of 20 students reported smoking marijuana. Again, although the behavior improved overall from 1995 to 1996, the change was small.

Item 39 in **Table 5.9** concerned anger management. More than half of the students suggested breathing slowly to calm down; almost half suggested going to a quiet place. However, more than 10% suggested crying or hitting the other person as a good way to calm down.

Items 40 through 42 as presented in **Table 5.10** explored safety in the school building during the previous month. In 1995, 36% of the students responded that they were at least sometimes afraid of being attacked or hurt in the school building; that number decreased to 31% in 1996. However, a more detailed analysis of the data showed that 7% of the students were afraid in the school building most of the time or all of the time in both 1995 and 1996 (see Appendix F). In 1995, 64% of the students reported never being threatened in the school building, and that number increased to 67% in 1996. Nevertheless, a third of the students said they had been threatened at least once in the school building during the past month. The number of students reporting that they were not afraid in school increased from 64% in 1995 to 66% in 1996. However, more than 20% of the students reported being afraid in the restrooms, and 5% were afraid in the halls. Overall, students perceived that they were safer in school in 1996 than in 1995; however, many students continued to report being afraid at school, suggesting that additional improvement in school safety is needed.

Items 43 through 52 focused on attitudes and behaviors taught or promoted by parents and/or guardians of the students as found in **Table 5.11**. Almost half of the students said that their parents/guardians told them that if someone hits them, they should hit back. More than 20% of the students said their parents told them that if someone calls them names, they should call them names back; and more than 10% said their parents told them to respond by hitting the other person back. About 75% of the students reported that their parents recommended that they ignore name calling. Seven of ten students said their parents recommended talking rather than fighting, and eight of ten students said their parents recom-

Table 5.10 Elementary School Survey: Spring 1995 and 1996, Items 40-42, Percent Agree

	1995	1996	Change
40. Are you afraid that someone will attack or hurt you in the school building	36	31	-5
41. During the past 30 days (past month), how many times has someone said in the school building that he/she was going to hurt you?	36	33	-3
42. Where are you most afraid in the school building?			
I am not afraid in the school	64	66	2
Stairs	2	2	0
Restrooms	20	21	1
Halls	6	5	-1
Cafeteria	2	1	-1
Gym	2	1	-1
Bus loading area	2	1	-1

Table 5.11 Elementary School Survey: Spring 1995 and 1996, Items 43-52, Percent Agree

	Have your parents/guardians told you:	1995	1996	Change
43.	"If someone hits you, hit them back"?	49	48	-1
44.	"If someone calls you names, hit them back"?	12	13	1
45.	"If someone calls you names, call them names back"?	22	23	1
46.	"If someone calls you names, ignore them"?	79	75	-4
47.	"If someone asks you to fight, hit them first"?	11	11	0
48.	"If someone asks you to fight, you should try to talk you way out of a fight"?	70	67	-3
49.	"You should think the problem through, calm yourself, and then talk the problem out with your friend"?	74	71	-3
50.	"If another student asks you to fight, you should tell a teacher or someone older"?	79	79	0
51.	"If you can't solve a problem by talking, it is best to solve it through fighting"?	21	20	-1
52.	"No matter what, fighting is not good, there are other ways to solve problems"?	84	79	-5

mended going to a teacher or someone older rather than fighting. In 1995, 84% of the students reported that their parents told them that no matter what, fighting is not good. That number decreased to 79% in 1996. Attitudes and behaviors attributed to parents or guardians tended to be more violent in 1995 than in 1996 as reported by students. However, differences of 1-5 percentage points were small and may be inconclusive.

Table 5.12 related to items 53 through 64, which revealed student attitudes toward violence. In general, attitudes were less violent in 1996 than in 1995, but violent attitudes were relatively high both years. In 1995, 30% of the students agreed that everyone will look up to you if you fight a lot; in 1996 that number decreased to 27%. In 1995, 63% of the students believed that everyone will think you are a coward if you back down from a fight, while in 1996 that number decreased to 57%. Thirteen percent of the students agreed that fighting was OK, and to be popular you had to like violence. About 20% of the students believed that anyone who is not a good fighter is really just a sissy; and it is important to show everyone how tough you are by being a good fighter. More than 15% believed that if you are afraid to fight, you won't have any friends.

Items 65 through 73 inquired about violent situations that students had actually seen, as listed in **Table 5.13**, shown on the next page. Experiences of violence decreased for 2% to 6% of the students from spring of 1995 to spring of 1996 in almost every category. However, both surveys indicated that 72% of the students had seen somebody arrested. Observed drug deals decreased from 40% to 37%. Observed beatings decreased from 66% to 63%. Home break-ins decreased from 22% to 20%. Observed stabbings decreased from 22% to 19%; observed shootings decreased from 30% to 25%. Seeing gangs in the neighborhood decreased from 54% to 50%. Seeing someone pull a gun on another person decreased from 28% to 22%.

Table 5.12 Elementary School Survey: Spring 1995 and 1996, Items 53-64, Percent Agree

		1995	1996	Change
53.	If you fight a lot, everyone will look up to you.	30	27	-3
54.	If you back down from a fight, everyone will think you're a coward.	63	57	-6
55.	It is usually OK to push or shove other people around if you're mad.	13	12	-1
56.	It is OK to insult other people.	9	9	0
57.	It is OK to take it out on others by saying mean things when you're mad.	11	11	0
58.	It is generally OK to get into physical fights with others	13	13	0
59.	If I have a problem at school, I have someone at school to talk about it.	84	84	0
60.	To be popular, you have to like violence.	15	13	-2
61.	Anyone who's not a good fighter is really just a sissy.	20	19	-1
62.	Talking it out is a good way to solve it when two people are mad at each other.	81	76	-5
63.	It's important to show everyone how tough you are by being a good fighter.	19	20	1
64.	If you're afraid to fight you won't have any friends.	18	17	-1

Table 5.13 Elementary School Survey: Spring 1995 and 1996, Items 65-73, Percent Agree.

		1995	1996	Change
65.	I have seen somebody arrested.	72	72	0
66.	I have seen drug deals.	40	37	-3
67.	I have seen someone being beaten up.	66	63	-3
68.	My house has been broken into.	22	20	-2
69.	I have seen somebody hurting another person with a knife on purpose.	22	19	-3
70.	I have seen somebody shot.	30	25	-5
71.	I have seen a gun in my home.	43	39	-4
72.	I have seen gangs in my neighborhood.	54	50	-4
73.	I have seen somebody pull a gun on another person.	28	22	-6

The final ten items, 74 through 83 in **Table 5.14**, inquired about student participation in Safe Schools Initiative activities, and asked some more personal questions about the students. Seventy-three percent of the students responded that they had received information in school about how to avoid gangs; 84% attended classes with lessons about how to solve problems without fighting, although 25% had only one lesson. Thirty percent of the students responded that they were trained as peer mediators, but apparently

Table 5.14 Elementary School Survey: Spring 1995 and 1996, Items 74-83, Percent Agree.

		1996
74.	Were you trained as a peer mediator?	30
75.	Did you participate in a peer mediation	
	Yes, I was a peer mediator.	15
	Yes, I was a student with a problem.	16
76.	Did you participate in an after-school or Saturday program?	62
77.	In which after-school or Saturday programs did you participate?	
	Studying, tutoring, or homework	34
	Soccer, cheerleading, or other sports	27
	Art, or arts and crafts	10
	Chess or other games	6
	Music, gardening or other	13
	None, did not participate	25
78.	What kinds of grades do you usually get in school?	
	Mostly As and Bs (90s and 80s)	55
	Mostly Bs and Cs (80s and 70s)	33
	Mostly Cs and Ds (70s and 60s)	8
	Mostly Ds and Fs (60s and lower)	3
79.	How well do you get along with the parent or guardian that you live with all or most of the time?	
	Very well	59
	Well	20
	Just OK	14
	Not very well	6
	Do not get along well at all	2
80.	Have you taken part in a Student Assistance Program group?	19
81.	Did you receive information in school about how to avoid gangs?	73
82.	Did your teachers teach you any lessons about how to solve problems without fighting?	84
83.	If you attended this school last year, do you feel safer this year than you did last year?	
	Yes, I feel safer	47
	No, I feel about the same	34
	No, I feel less safe this year	6
	I was not here last year	13

half were peer mediators and half were students with problems; 19% participated in a Student Assistance Program group. Sixty-two percent of the students participated in an after-school or Saturday program at school. More than half of the students reported getting mostly As and Bs in school; one third reported getting mostly Bs and Cs. Almost 80% of the students responded that they got along very well or well with their parent or guardian. Forty-seven percent of the students felt safer at school in spring 1996 than in spring 1995; however, 6% felt less safe in 1996 than in 1995.

Middle School Survey Results

The Student Survey was administered to all students in the targeted middle school in the Spring of 1995 and again in the Spring of 1996. Tabulated responses to all items on both surveys may be seen in Appendix F. Findings are discussed below. Tables illustrating key findings may be found in the discussion below.

The demographics of the students reflected those of the area, and changed little between the first and second surveys. Ages and grades of the students were as expected for middle school students. On both surveys, about half of the respondents were female. On both surveys, about 79% of the students reported their fathers' and their mothers' ethnicities to be Hispanic. The remainder reported their parents' ethnicities to be non-Hispanic White or African American, with three percent or fewer reporting parental ethnicities of Asian, Native American, or Other. Forty-seven percent of the students on the first survey, and 45% on the second survey, reported their grades as mostly Bs and Cs.

The number of students reporting they had been injured in a fight and needed medical attention during the past 30 days declined somewhat over the course of the intervention. **Table 6.1** shows these responses.

Table 6.1: During the past 30 days, how many times were you injured in a fight and had to go to a doctor or nurse? (Percents)

	1995	1996	Change
0 times	90	87	-3
1 time	6	6	0
2 or 3 times	3	4	+1
4 or 5 times	1	1	0
6 or more times	1	2	+1
Total Responding	2,619	2,449	

A set of survey items asked students for self-reports of anger and aggressive behaviors during the previous seven days. **Table 6.2** shows the percents of students who reported engaging in these behaviors in the 1995 and the 1996 surveys.

There were small declines in the percentages of students reporting engaging in eight of the eleven behaviors during the past month. The greatest declines, three percentage points, were in anger (getting angry very easily with someone, staying angry most of the day) and in pushing or shoving other students. No improvement was apparent in the percents of students reporting making fun of students or getting into a physical fight, and a slight (one percentage point) increase in self-reported slapping or kicking.

Another set of items probed victimization experiences of students from other students in the past seven days. **Table 6.3** shows the percents of students who reported receiving these behaviors in the 1995 and the 1996 surveys.

Here again, most of the items, five out of eight, showed improvements from 1995 to 1996. The largest decreases were in being encouraged to fight, being threatened by a student, and in being teased to anger. However, slight increases were evident in

Table 6.2: Students' Self-Report of Anger and Aggressive Behaviors During Past Seven Days (Percents)

	1995	1996	Change
I teased students to make them angry.	53	52	-1
I got angry very easily with someone.	71	68	-3
I hit back when someone hit me first.	84	82	-2
I said things about other kids (made fun of them) to make other students laugh.	57	57	0
I encouraged other students to fight.	28	27	-1
I pushed or shoved other students.	51	48	-3
I was angry most of the day.	52	49	-3
I got into a physical fight because I was angry (fist fight, pull hair, bite, etc.)	21	21	0
I slapped or kicked someone.	41	42	+1
I called other students bad names.	63	61	-2
I threatened to hurt or to hit someone.	39	38	-1

Table 6.3: Students' Self-Report of Victimization Experiences from Other Students During Past Seven Days (Percents)

	1995	1996	Change
A student teased me to make me angry.	59	57	-2
A student beat me up.	17	17	0
Other students encouraged me to fight.	41	38	-3
A student pushed or shoved me.	41	42	+1
A student asked me to fight.	29	28	-1
A student slapped or kicked me.	21	20	-1
A student called me (or my family) bad names.	43	45	+2
A student threatened to hurt or to hit me.	25	22	-3

name-calling and in being kicked or slapped.

Students were asked whether they had carried a weapon to school on any of the previous 30 days. There was a small decreases in the percent reporting they had not carried a weapon on any day. Ten percent reported they had carried a handgun. The most frequent reports were of carrying a knife or a razor, but 81% said they had not carried a knife or razor. The full tabulation of responses can be seen in the Appendix F.

A slight increase was evident in expressed interest in gang membership. **Table 6.4** presents students' responses indicating that, while the vast majority did not wish to join a gang, that majority declined from 87% to 84% of the sample. The percent saying they were in a gang increased from 8% to 9%.

Students were asked whether each of a set of statements about school environment was true, false, or whether they were not sure. **Table 6.5** shows the percents agreeing in 1995 and in 1996 that each statement was true. The full tabulation of responses can be seen in the Appendix.

Table 6.4: Student Attitudes Expressed Toward Gang Membership (Percents)

	1995	1996	Change
No, I don't want to join a gang.	87	84	-3
I am in a gang.	8	9	+1
Yes, I would like to join a gang.	5	5	0
Total Responding	2,571	2,431	

Table 6.5: Students Reporting as "True" Statements About School Environment (Percents)

	1995	1996	Change
The school principal listens to the students.	34	37	+3
Teachers listen to student problems.	50	55	+5
Teachers shout too much at students.	57	52	-5
I have been insulted or cursed by my teacher.	29	26	-3
Teachers are fair with all students.	24	30	+6

Opinions about each statement changed in the positive direction between the first and second survey. The biggest changes were increases in perceived fairness of teachers and in reports that teachers listen to student problems, and decreases in reports that teachers shout too much at students.

Students were presented with hypothetical situations and asked to indicate what they would do if the situation happened to them. They were given five possible actions, and asked to mark each one that they would do. **Tables 6.6, 6.7, 6.8, and 6.9** present their responses.

Generally, there were small increases in assertive non-violent responses: the greatest change was a gain of eight percentage points in students who would respond to seeing a fight by finding out "why my friend and the other kid were fighting." Similarly, there was a decrease of four percentage points in students saying they would join the fight. There was an increase of three percentage points in students saying they would try to get the fighting parties to calm down and stop fighting. However, there was an

Table 6.6: Imagine that you're in line for a drink of water. Someone your age comes along and pushes you out of line. What would you probably do if this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Say something nasty to them.	16	15	-1
Ask them why they pushed me.	26	28	+2
Nothing, just walk away.	14	14	0
Tell them it's my place in line.	15	16	1
Push them out of line.	45	45	0

Table 6.7: You're walking to the store. Someone your age walks up to you and calls you a name. What would you probably do it this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Call a name back.	45	47	+2
Ask what's going on.	14	15	+1
Walk away.	21	23	+2
Say cut it out.	7	8	+1
Hit back.	19	20	+1

Table 6.8: You see your friend fighting with another student their age. What would you probably do if this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Cheer for my friend to win.	18	19	+1
Find out why my friend and the other kid are fighting.	20	28	+8
Go away and let my friend and the other kid fight it out.	8	10	+2
Try to get both of them to calm down and stop fighting.	32	35	+3
Join my friend fighting against the other kid.	32	28	-4

Table 6.9: You see someone trying to kiss and put their arm around your boyfriend/girlfriend. What would you probably do if this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Say something rude.	12	12	0
Ask why he/she is messing with my boyfriend/girlfriend.	25	27	+2
Nothing; just ignore the situation.	11	10	-1
Let them know that he/she is my boyfriend/girlfriend.	27	28	+1
Push them away from my boyfriend/girlfriend.	44	47	+3

increase of three percentage points in the students who would push an interloper away from their boyfriend or girlfriend.

Students were asked whether, if someone hurt them at school getting help from a teacher or a peer mediator would be a good way to handle it. **Table 6.10** shows those students responding "very true" or "true" to each source of help. Both numbers declined slightly between the two surveys.

Table 6.10: Students Responding "Very True" or "True" That If Someone Hurts Them at School, Getting Help from a Teacher/Peer Mediator Is a Good Way to Handle It. (Percents)

	1995	1996	Change
Help from a teacher	62	61	-1
Help from a peer mediator	54	52	-2

Students were asked whether different possible actions were an effective way to avoid a fight. **Table 6.11** shows the percent saying each of the suggested actions is an effective way to avoid a fight. The percents of students saying that pretending to agree when you really don't, or carrying or threatening to use a weapon, were good ways to avoid a fight declined over the course of the intervention. The percent saying a good way to avoid a fight was to deal with the problem by talking increased by two percentage points.

Most of the students, 73%, indicated that they get along well, or very well, with the parent or guardian that they live with most of the time. Seven percent indicated that they do not get along very well, or at all, with the parent or guardian. Asked whether their parents know where they are and whom they are with when they are away from home, 13% of the students answered never, almost never, or hardly ever. Similarly, 16% of the students indicated that when they go out, they never, almost never, or not usually tell their

Table 6.11: Students Responding That Given Actions Are an Effective Way to Avoid a Fight (Percents)

	1995	1996	Change
Threatening to use a weapon	14	11	-3
Avoiding or walking away from someone	55	54	-1
Ignoring or pretending not to hear the insult	56	55	-1
Dealing with the problem by talking	44	46	+2
Acting "tough" so people won't want to fight you	23	22	-1
Pretending to agree with someone when you really don't	24	20	-4
Carrying a weapon	15	12	-3
Joining a gang for protection	13	12	-1
Apologizing	32	31	-1

Table 6.12: Students' Self-Reported Usage of Alcohol, Cigarettes, and Other Drugs in Past 30 Days (Percents)

	1995	1996	Change
Alcohol: 5 or more drinks in a row	28	31	+3
Cigarettes	24	25	+1
Marijuana	18	21	+3
Cocaine, crack, freebase	7	10	+3
Sniff glue, gas, sprays	11	14	+3

parents when they will be back. Sixteen percent indicated that when they get home from school, they are alone for two hours or more. Many of these, 9% of the total, indicated they are alone for three hours or more. Full tabulations of these items can be seen in the Appendix F.

Students were asked about their usage of alcohol, cigarettes, and other drugs. **Table 6.12** shows the percents of students indicating usage of each of these in the previous 30 days. Students' self-report of usage of each of these had increased. All of these had increased by three percentage points except cigarette usage, which had increased by one percentage point.

Fifteen percent of the students in 1996, compared with 55% in 1995, said there had been at least one day in the previous 30 days when they had not gone to school because they felt they would not be safe in the school building. This was the largest change of any item in this survey.

Twenty-two percent of the students, both in 1995 and in 1996, reported that during the past 30 days someone had threatened to hurt them while in the school building. Full tabulations of these two items may be seen in Appendix F.

Students were asked to report what messages their parents had given them about fighting. **Table 6.13** shows their responses.

For eight of the ten items, there were changes in the non-violent direction in percents of students attributing messages to their parents. The other two items showed no change. The largest changes were in fewer students attributing to their parents the advice "If someone hits you, hit them back" and "if you can't solve a problem by talking, it is best to solve it by fighting."

On the 1996 survey, 44% of the students said that they attended this school last year and feel safer in the current year than they had in the previous year. Thirteen percent said they feel less safe; the remainder feel about the same or were not at this school last year.

Fourteen percent of the students said they had been trained as a Peer Mediator, and 17% as a Peer Helper. Eight percent said they had participated in a peer mediation as a mediator, and 9% as a students with a conflict. Full tabulations of these items may be seen in the Appendix F.

Students were asked about activities that they had seen or heard around their homes, neighborhood, or school during the last year. Their responses may be seen in **Table 6.14**, on the next page.

There were decreases in the percentages of students reporting having seen each of these activities. The biggest changes from the 1995 to the 1996 surveys were decreases in the percents of students saying they had seen someone beaten up, guns in their homes, or gangs in their neighborhood.

Seventy three percent of the students said that their teachers had taught them lessons about how to solve problems without fighting. The largest number, 36%, reported that there had been four or more such lessons.

Table 6.13: Have your parents told you this about fighting? (Percents of students indicating "yes")

	1995	1996	Change
If someone hits you, hit them back.	66	61	-5
If someone calls you names, hit them back.	23	23	0
If someone calls you names, call them names back.	52	50	-2
If someone calls you names, ignore them.	58	56	-2
If someone asks you to fight, hit them first.	21	20	-1
If someone asks you to fight, you should try to talk your way out of a fight.	59	60	+1
You should think the problem through, calm yourself, and then talk the problem out with your friend.	63	63	0
If another student asks you to fight, you should tell a teacher or someone older.	56	55	-1
If you can't solve the problem by talking, it is best so solve it through fighting.	38	34	-4
No matter what, fighting is not good; there are other ways to solve problems.	74	71	-3

Table 6.14: Students Reporting They Had Seen or Heard Activities Around Their Home, Neighborhood, or School During the Last Year (Percents)

	1995	1996	Change
I have seen somebody arrested.	83	80	-3
I have seen drug deals.	55	53	-2
I have seen someone beaten up.	83	77	-6
My house has been broken into.	22	21	-1
I have seen somebody get stabbed.	30	27	-3
I have seen somebody shot.	34	32	-2
I have seen a gun in my home.	52	47	-5
I have seen gangs in my neighborhood.	66	62	-4
I have seen somebody pull a gun on another person.	38	36	-2

High School Survey Results

The Student Survey was administered to a convenience sample of students in the targeted high school in the fall of 1995 and again in the spring of 1996. Tabulated responses to all items on both surveys may be seen in the Appendix G. Findings are discussed below. Tables illustrating key findings may be found in the discussion below.

The demographics of the samples reflected those of the area, and changed little between the first and second surveys. Ages and grades of the students were as expected for high school students. On both surveys, 53% of the respondents were female. On both surveys, about 80% of the students reported their fathers' and their mothers' ethnicities to be Hispanic. The remainder reported their parents' ethnicities to be non-Hispanic White or African American, with two percent or fewer reporting parental ethnicities of Asian, Native American, or Other. Sixty percent of the students on the first survey, and 56% on the second survey, reported their grades as mostly Bs and Cs.

The number of students reporting they had been injured in a fight and needed medical attention during the past 30 days declined somewhat over the course of the intervention. **Table 7.1** shows these responses.

Table 7.1: During the past 30 days (past month), how many times were you injured in a fight and had to go to a doctor or nurse? (Percents)

	1995	1996	Change
0 times	95	87	-8
1 time	3	7	+4
2 or 3 times	0	3	+3
4 or 5 times	0	1	+1
6 or more times	1	1	0
Total Responding	461	347	

A set of survey items asked students for self-reports of anger and aggressive behaviors during the previous seven days. **Table 7.2** shows the percents of students who reported engaging in these behaviors in the 1995 and the 1996 surveys.

Table 7.2: Students' Self-Report of Anger and Aggressive Behaviors During Past Seven Days (Percents)

	1995	1996	Change
I teased students to make them angry.	38	41	+3
I got angry very easily with someone.	68	66	-2
I hit back when someone hit me first.	50	57	+7
I said things about other kids (made fun of them) to make other students laugh.	52	49	-3
I encouraged other students to fight.	16	24	+8
I pushed or shoved other students.	24	36	+12
I was angry most of the day.	46	47	+1
I got into a physical fight because I was angry (fist fight, pull hair, bite, etc.)	12	21	+9
I slapped or kicked someone.	21	27	+6
I called other students bad names.	45	45	0
I threatened to hurt or to hit someone.	30	35	+5

The largest changes between the two surveys were increases in students reporting they had pushed or shoved other students, gotten into a physical fight because they were angry, encouraged other students to fight, hit back when someone hit them first, and

Table 7.3: Students' Self-Report of Victimization Experiences from Other Students During Past Seven Days (Percents)

	1995	1996	Change
A student teased me to make me angry.	58	56	-2
A student beat me up.	2	11	+9
Other students encouraged me to fight.	22	29	+7
A student pushed or shoved me.	19	27	+8
A student asked me to fight.	12	22	+10
A student slapped or kicked me.	7	11	+4
A student called me (or my family) bad names.	23	28	+5
A student threatened to hurt or to hit me.	13	18	+5

slapped or kicked someone. Two items showed small declines; these related to making fun of others and getting angry with someone. However, the two items showing small declines still drew "yes" responses from the majority of students.

Another set of items probed victimization experiences of students from other students in the past seven days. **Table 7.3** shows the percents of students who reported receiving these behaviors in the 1995 and the 1996 surveys.

Here again, all of the items show increases from 1995 to 1996, with the exception of the one item (being teased to anger) which drew "yes" responses from over half the students, which showed a small decline. The largest changes, all increases, were in items related to being asked to fight, being beaten up, being pushed or shoved, and being encouraged to fight.

A slight increase was evident in expressed interest in gang membership. **Table 7.4** presents students' responses indicating that, while the vast majority do not wish to join a gang, that majority declined from 93% to 88% of the sample.

Table 7.4: Student Attitudes Expressed Toward Gang Membership (Percents)

	1995	1996	Change
No, I don't want to join a gang.	93	88	-5
I am in a gang.	6	7	+1
Yes, I would like to join a gang.	2	5	+3
Total Responding	463	348	

Table 7.5: Students Reporting as "True" Statements About School Environment (Percents)

	1995	1996	Change
The school principal listens to the students.	49	33	-16
Teachers listen to student problems.	50	36	-14
Teachers shout too much at students.	36	53	+17
I have been insulted or cursed by my teacher.	27	32	+5
Teachers are fair with all students.	22	18	-4

Students were asked whether each of a set of statements about school environment was true, false, or whether they were not sure. **Table 7.5** shows the percents agreeing in 1995 and in 1996 that each statement was true. The full tabulation of responses can be seen in the Appendix G.

Opinions about each statement changed in the negative direction between the first and second survey. The biggest changes were that more students agreed that teachers shout too much at students, and fewer students felt that the principal and the teachers listened to the students.

Students were presented with hypothetical situations and asked to indicate what they would do if the situation happened to them. They were given five possible actions, and asked to mark each one that they would do. **Tables 7.6, 7.7, 7.8, and 7.9** present their responses.

There was little change in most of the response frequencies between the two surveys. Overall there was a small decrease in frequencies of most responses, suggesting slightly fewer multiple responses

Table 7.6: Imagine that you're in line for a drink of water. Someone your age comes along and pushes you out of line. What would you probably do if this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Say something nasty to them.	24	18	-6
Ask them why they pushed me.	36	35	-1
Nothing, just walk away.	15	13	-2
Tell them it's my place in line.	19	14	-5
Push them out of line.	41	38	-3

Table 7.7: You're walking to the store. Someone your age walks up to you and calls you a name. What would you probably do it this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Call a name back.	46	44	-2
Ask what's going on.	24	23	-1
Walk away.	22	17	-5
Say cut it out.	7	4	-3
Hit back.	21	22	+1

Table 7.8: You see your friend fighting with another student their age. What would you probably do if this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Cheer for my friend to win.	17	23	+6
Find out why my friend and the other kid are fighting.	29	22	-7
Go away and let my friend and the other kid fight it out.	8	7	-1
Try to get both of them to calm down and stop fighting.	43	35	-8
Join my friend fighting against the other kid.	23	26	-3

Table 7.9: You see someone trying to kiss and put their arm around your boyfriend/girlfriend. What would you probably do if this happened to you? (Check all that apply.) (Percents)

	1995	1996	Change
Say something rude.	19	14	-5
Ask why he/she is messing with my boyfriend/girlfriend.	35	24	-11
Nothing; just ignore the situation.	14	13	-1
Let them know that he/she is my boyfriend/girlfriend.	39	30	-9
Push them away from my boyfriend/girlfriend.	41	45	+4

in the 1996 survey. The greatest changes suggested a diminishing of less violent responses. Fewer students said they would respond to seeing someone trying to kiss and put their arm around the student's boyfriend/girlfriend by asking why he/she is messing with the boyfriend/girl/friend, or by letting them know that he/she is their boyfriend/girlfriend; and fewer students would respond to seeing a friend fighting with another student by trying to get both of them to calm down and stop fighting.

Table 7.10: Students Responding "Very True" or "True" That If Someone Hurts Them at School, Getting Help from a Teacher/Peer Mediator Is a Good Way to Handle It. (Percents)

	1995	1996	Change
Help from a teacher	62	54	-8
Help from a peer mediator	50	50	0

Students were asked whether, if someone hurt them at school getting help from a teacher or from a peer mediator is a good way to handle it. **Table 7.10** shows those students responding "very true" or "true" to each source of help.

More students said they would seek help from a teacher than from a peer mediator. On the second survey, fewer students said it was a good idea to seek help from a teacher; the percent saying it was a good idea to seek help from a peer mediator did not change.

Students were asked whether different possible actions were an effective way to avoid a fight. **Table 7.11** shows the percent saying each of the suggested actions is an effective way to avoid a fight.

In the second survey, more students said "yes" to the more violent ways to avoid a fight, and fewer

Table 7.11: Students Responding That Given Actions Are an Effective Way to Avoid a Fight (Percents)

	1995	1996	Change
Threatening to use a weapon	9	15	+6
Avoiding or walking away from someone	61	44	-17
Ignoring or pretending not to hear the insult	62	52	-10
Dealing with the problem by talking	50	42	-8
Acting "tough" so people won't want to fight you	20	27	+7
Pretending to agree with someone when you really don't	20	22	+2
Carrying a weapon	13	16	+3
Joining a gang for protection	8	11	+3
Apologizing	31	25	-6

students said "yes" to the less violent ways. The greatest changes were the decreases in the percents of students saying "yes" to avoiding/walking away from someone, and to ignoring/pretending not to hear an insult.

Most of the students, 65%, indicated that they get along well, or very well, with the parent or guardian that they live with most of the time. Nine percent indicated that they do not get along very well, or at all, with the parent or guardian. Asked whether their parents know where they are and whom they are with when they are away from home, 18% of the students answered never, almost never, or hardly ever. Similarly, 17% of the students indicated that when they go out, they never, almost never, or not usually tell their parents when they will be back. Twenty-three percent indicated that when they get home from school, they are alone for two hours or more. Most of these, 14% of the total, indicated they are alone for three hours or more. Full tabulations of these items can be seen in the Appendix G.

Students were asked about their usage of alcohol, cigarettes, and other drugs. **Table 7.12** shows the percents of students indicating usage of each of these in the previous 30 days.

Students' self-report of usage of each of these had increased. The biggest increases were in usage of cocaine and sniffing glue/gas/sprays. The most frequently used drug was alcohol: 42% of the students in 1996 said they had drunk 5 or more drinks in a row at least once during the past 30 days.

Twenty-one percent of the students in 1996, compared with 54% in 1995, said there had been at least one day in the previous 30 days when they had not gone to school because they felt they would not be safe in the school building. This was the largest change of any item in this survey.

Twenty percent of the students in 1996, compared with 5% in 1995, said that during the previous 30 days, someone had threatened to hurt them while in the school building. Full tabulations of these two items may be seen in the Appendix G.

Table 7.12: Students' Self-Reported Usage of Alcohol, Cigarettes, and Other Drugs in Past 30 Days (Percents)

	1995	1996	Change
Alcohol: 5 or more drinks in a row	36	42	+6
Cigarettes	26	30	+4
Marijuana	17	25	+8
Cocaine, crack, freebase	5	18	+13
Sniff glue, gas, sprays	5	16	+11

Table 7.13: Have your parents told you this about fighting? (Percents of students indicating "yes")

	1995	1996	Change
If someone hits you, hit them back.	62	65	+3
If someone calls you names, hit them back.	14	28	+14
If someone calls you names, call them names back.	36	51	+15
If someone calls you names, ignore them.	68	47	-21
If someone asks you to fight, hit them first.	19	29	+10
If someone asks you to fight, you should try to talk your way out of a fight.	63	50	-13
You should think the problem through, calm yourself, and then talk the problem out with your friend.	67	53	-14
If another student asks you to fight, you should tell a teacher or someone older.	52	44	-8
If you can't solve the problem by talking, it is best so solve it through fighting.	29	40	+11
No matter what, fighting is not good; there are other ways to solve problems.	76	66	-10

Students were asked to report what messages their parents had given them about fighting. **Table 7.13** shows their responses.

The strong trend was toward increases in attributing to parents more violent suggestions (such as "If someone calls you names, call then names back/hit them back") and decreases in attributing less violent suggestions (such as "If someone calls you names, ignore them." In spite of decreases, however, the most frequently attributed suggestion was "No matter what, fighting is not good; there are other ways to solve problems" which 76% attributed to their parents in 1995 and 66% in 1996.

On the 1996 survey, 22% of the students said that they attended this school last year and feel safer in the current year than they did last year. Nine percent said they feel less safe; the others feel about the same or were not at this school last year.

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Table 7.14: Students Reporting They Had Seen or Heard Activities Around Their Home, Neighborhood, or School During the Last Year (Percents)

	1995	1996	Change
I have seen somebody arrested.	86	71	-15
I have seen drug deals.	68	53	-15
I have seen someone beaten up.	82	65	-17
My house has been broken into.	21	25	+4
I have seen somebody get stabbed.	26	32	+6
I have seen somebody shot.	29	32	+3
I have seen a gun in my home.	53	46	-7
I have seen gangs in my neighborhood.	69	55	-14
I have seen somebody pull a gun on another person.	44	40	-4

Twenty-one percent of the students said they had been trained as a Peer Mediator, and 26% as a Peer Helper. Thirteen percent said they had participated in a peer mediation as a mediator, and 14% as a student with a conflict. Sixty percent indicated that their teachers had not taught them any lessons about how to solve problems without fighting. Full tabulations of these items may be seen in Appendix H.

Students were asked about activities that they had seen or heard around their homes, neighborhood, or school during the last year. Their responses may be seen in **Table 7.14.**

The biggest changes from the 1995 to the 1996 surveys were decreases in the percents of students saying they had seen someone beaten up, somebody arrested, drug deals, or gangs in their neighborhood. The other changes, both gains and losses, were of seven percentage points or less.

Teacher/Staff Survey

At the elementary level, teachers in fourth and fifth grade and staff participated in the survey in both 1994–95 and 1995–96. Sam Houston and Patrick Henry participated in the survey in 1995–96. Results are presented separately at the elementary and secondary level.

In 1995–96, 114 teachers from all thirteen elementary schools participated. This was a decrease from the 187 participants the previous year (**Table 8.1**).

Table 8.1: Elementary teacher and staff survey participation in 1994–95 and 1995–96.

School	1994–95	1995–96
Barrick ES	7	7
Berry ES	15	11
Burbank ES	14	10
Coop ES	23	13
De Chaumes ES	25	6
Durkee ES	17	5
Garcia ES	5	8
Herrera ES	18	15
Janowski ES	17	11
Lyons ES	12	12
Northline ES	7	6
Roosevelt ES	15	5
Scarborough ES	11	5
Total	187	114

The survey participants were primarily teachers, and were predominantly female (77%) as is typical of elementary school teaching staffs (**Tables 8.2, 8.3, 8.4**).

Table 8.2: Elementary teacher and staff survey participation by position in 1994–95 and 1995–96.

Position	1994–95	1995–96
Number Responding	183	110
Teacher (%)	70	84
Administrator (%)	8	5
Teacher/Administrator (%)	1	0
Other (%)	21	12

Table 8.3: Elementary teacher and staff survey participation by grade in 1994–95 and 1995–96.

Grade Taught	1994–95	1995–96
Number Responding	103	83
Fourth (%)	45	55
Fifth (%)	43	35
Fourth and Fifth (%)	13	10

Table 8.4: Elementary teacher and staff survey participation by gender in 1994–95 and 1995–96.

Gender	1994–95	1995–96
Number Responding	182	110
Male (%)	18	23
Female (%)	82	77

Table 8.5: Elementary teacher views on student discipline and staff relationships in 1994–95 and 1995–96.

	Number Responding		Percent Answering Yes	
Statement	1994–95	1995–96	1994–95	1995–96
Violence among students is a problem at my school.	185	114	51	36
Violence from teachers to students is a problem at my school.	184	114	8	6
Violence from students to teachers is a problem at my school.	186	114	21	11
Violence among teachers is a problem at my school.	183	113	9	7
My school has a written discipline policy.	184	113	91	90
I have a written set of standards for classroom discipline that I use.	183	113	87	88

Table 8.6: Further elementary teacher views on student discipline and staff relationships in 1994–95 and 1995–96.

	Number Responding		Rarely (%)		Sometimes (%)		More Often Than Not (%)		Consistently (%)	
Statement	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96
The school discipline policy is effective.	184	111	21	14	38	31	29	30	13	25
Disciplinary actions taken by school administrators are appropriate.	182	111	20	15	35	27	25	31	21	27
Good teaching is recognized and appreciated by the administration.	185	112	20	14	29	26	18	26	33	34
Faculty requests regarding discipline policy are acted upon promptly.	185	110	22	10	25	29	28	28	25	33

The next set of questions asked about student discipline and staff relationships, in particular the school discipline policy (**Tables 8.5, 8.6**).

The first four questions asked about violence among students and teachers. In all cases (student to student, student to teacher, teacher to student, and teacher to teacher), there was a decrease from 1994–95 to 1995–96 in the percent of teachers and staff members viewing it as a problem. While violence from teachers was less than 10% in all cases, there was a large decline in the percentages viewing student violence as a problem—from 51% to 36% in the percent viewing violence among students as a problem and from 21% to 11% in the percent viewing violence from students to teachers as a problem. The final six questions dealt primarily with the school discipline policy. In the questions asking about a written discipline policy and a written set of disciplinary standards in use, about 90% both years answered that they had the disciplinary policy and standards. In three questions asking about the success of the implementation of the policy, there was an increase from last year in the percentage viewing the implementation as succeeding consistently from 20 to 28% and a decrease in the percentage viewing the implementation as rarely succeeding from 21% to 13%). A majority believe that the implementation has been successful either consistently or more often than not.

Both this year and last year, teachers and staff were asked about changes in the amount of violence among students from the previous year (**Table 8.7**). While last year, approximately 15% thought the violence had increased and another 15% thought the violence had lessened, this year less, 10%, thought that violence had increased, and more, 28%, thought that it had decreased.

The next two statements were about staff relationships (**Table 8.8**). Both years, twice as many teachers thought the relationship between teachers and administrators had gotten worse than thought it had gotten better. With regard to the relationship among teachers, however, while last year far more thought the relationship had gotten worse than better (25% against 8%), this year, more thought that the relationship had improved (22% against 17%).

Table 8.7: Compared to last year, during this school year violence among students: (Elementary)

Response	1994–95	1995–96
Number Responding	180	112
Has increased (%)	15	10
Is the same (%)	49	40
Has decreased (%)	16	28
Not here last year (%)	19	22

Table 8.8: Elementary school staff relationships in 1994–95 and 1995–96.

	Number Responding		Has improved (%)		Is the same (%)		Is worse (%)		Not here last year (%)	
Statement	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96
Compared to last year, during this school year the relationship between teachers and administrators	183	113	10	12	49	43	21	25	21	20
Compared to last year, during this school year the relationship among teachers	186	112	8	22	49	41	25	17	18	20

Table 8.9: Elementary school student violence against students in 1994–95 and 1995–96.

	Number Responding		0 times (%)		1 time (%)		2–3 times (%)		4–5 times (%)		6 or more times (%)	
During the past 30 days, what type of violence have you personally observed among students?	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96
Name-calling	177	102	8	8	6	10	21	20	14	21	50	42
Put downs	186	113	8	8	12	8	23	33	15	15	42	36
Pushing	186	114	11	9	9	22	18	27	18	17	44	25
Slapping	184	113	49	57	17	21	16	12	7	4	12	6
Fist fights/kicking	186	114	30	48	24	22	21	14	9	8	16	8
Ethnic discrimination	186	113	44	56	25	23	18	12	6	4	7	6
Gender discrimination	186	113	54	62	18	23	16	9	4	2	8	4
Sexual harassment	184	114	74	83	11	4	8	7	3	3	4	3
Biting	186	114	83	89	8	6	4	4	3	0	3	1
Hair pulling	183	113	70	76	16	12	7	10	2	2	4	1
Gang fights	187	114	89	92	5	4	3	4	1	0	2	0
Threats with a weapon	186	114	90	93	6	5	1	1	1	0	2	1

The following twelve questions asked about different types of violence among students. The questions asked about what type of violence the teacher/staff member had personally observed among students (**Table 8.9**). In each of the twelve types, there was a decrease from last year in the percentage of teachers and staff who had observed 6 or more incidents in the previous 30 days. In addition, among all the types of violence which go beyond the routine (name calling, put downs, pushing), there was an increase in the percentage of teachers who had observed no incidents. The average percentage of

Table 8.10: Elementary school student violence against teachers in 1994–95 and 1995–96.

	Number Responding		0 times (%)		1 time (%)		2–3 times (%)		4–5 times (%)		6 or more times (%)	
During the past 30 days, what type of violence have you personally observed from students to teachers?	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96
Name-calling	169	102	49	60	18	21	18	12	7	1	9	7
Put downs	185	113	57	62	13	19	14	11	7	2	9	6
Pushing	181	113	86	90	6	6	4	2	2	0	2	2
Slapping	179	113	97	98	1	1	2	0	0	0	0	1
Fist fights/kicking	187	114	92	96	4	2	2	1	1	0	1	1
Ethnic discrimination	186	114	78	91	11	6	6	1	1	0	3	2
Gender discrimination	186	114	91	93	6	4	0	3	1	0	2	1
Sexual harassment	186	114	92	98	5	1	2	0	0	0	1	1
Biting	187	113	95	98	4	1	1	0	0	0	0	1
Hair pulling	187	113	96	99	4	0	1	0	0	0	0	1
Gang fights	186	112	93	97	4	1	2	1	0	0	1	1
Threats with a weapon	184	114	95	99	2	0	1	0	0	0	2	1

Table 8.11: Elementary school teacher violence against students in 1994–95 and 1995–96.

During the past 30 days, what type of violence have you personally observed from teachers to students?	Number Responding		0 times (%)		1 time (%)		2–3 times (%)		4–5 times (%)		6 or more times (%)	
	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96
Name-calling	170	100	75	73	9	11	9	11	2	2	4	3
Put downs	187	113	57	53	16	23	18	13	4	6	6	4
Yelling	187	112	37	30	10	13	20	22	9	9	25	25
Pushing	187	110	85	93	5	3	5	4	1	1	3	0
Slapping	187	111	97	98	2	1	0	1	0	0	1	0
Fist fights/kicking	184	112	98	100	0	0	1	0	1	0	1	0
Ethnic discrimination	186	112	92	92	4	3	3	4	0	1	1	1
Gender discrimination	186	114	94	96	2	3	3	1	0	0	1	0
Sexual harassment	187	114	97	99	2	1	0	0	0	0	1	0

Table 8.12: Elementary teacher and staff personal experiences about violence in 1994–95 and 1995–96.

During the past 30 days:	Number Responding		0 times (%)		1 time (%)		2–3 times (%)		4–5 times (%)		6 or more times (%)	
	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96
A student insulted me (called me names).	176	109	71	80	14	13	8	6	1	1	7	1
A student hit (pushed, shoved) me on purpose.	177	112	93	97	3	2	2	0	1	0	2	1
A teacher insulted me (called me names).	176	113	88	88	8	10	2	1	1	0	1	2

teachers observing no incidents in the remaining nine types, ranging from slapping to threats with a weapon, increased from 66% to 73%.

The following twelve questions asked about these same twelve types of violence from students to teachers. Again, the questions asked what types of violence had been personally observed (**Table 8.10** on the previous page). The level of violence observed from student to teacher was far less than among students. In only two categories this year did more than 10% of the teachers observe at least one incident—name-calling (40%) and put downs (38%). In each of the twelve types, there was an increase in the percentage of teachers observing no incidents. The average percentage observing no incidents increased from 85% to 90%.

The next set of items are nine questions about violence from teachers to students (**Table 8.11**). The incident reported to occur with the greatest frequency was yelling. Twenty-five percent of the teachers reported having observed six or more incidents of yelling within the last month. Seventy percent observed at least one incident. Two other types of oral violence, put downs and name-calling, were the next most frequently observed types of incident, observed at least once in the past month by 47% and 27%, respectively. This year, each of the other types of incident (pushing, slapping, fist fights/kicking, ethnic discrimination, gender discrimination, and sexual harassment) were reported not to have occurred in the last month by more than 90% of the teachers.

The following three items (**Table 8.12**) talked about the teacher/staff member's personal experiences with violence during the previous 30 days. There was a decrease from last year in the level of student insults (an increase from 71% to 80% in the fraction reporting no incidents and a decrease from 7% to 1% in the fraction reporting 6 or more incidents. There was also a decrease from last year in the level of student hitting. The percentage of teachers and staff reporting not having been hit increased from 93% to 97%. There was little change in the frequency of insults from colleagues.

The next two questions (**Table 8.13**) asked about the desire for additional training in conflict resolution

Table 8.13: Elementary teacher and staff training hopes in 1995–96.

Question	Number Answering	Percent Yes
Would you like more training in conflict resolution?	113	58
Would you like more training in classroom management?	112	52

and classroom management. Slightly more than half wanted more training in each—58% in conflict resolution and 52% in classroom management.

Three more questions asked about the teacher/staff member's involvement in various violence-prevention activities: violence prevention curriculum (**Table 8.14**), peer mediation (**Table 8.15**), and the Peers Helping Peers program (**Table 8.16**).

A little more than half (55%) indicated that they had taught some lessons from a violence-prevention curriculum. However, only an additional 8% indicated that they had any plans to teach them. Thirty percent indicated that they had referred students to peer mediation. An additional 12% indicated that their students had done informal mediations in class. Eighteen percent said they had referred students to Peers Helping Peers. Thirteen percent more indicated that their students helped each other informally.

Table 8.14: During 1995–96, did you teach lessons from a violence-prevention curriculum? (Elementary)

Number Responding	111
No (%)	37
No, but I'm planning to teach them (%)	8
Yes, between 1 and 3 lessons (%)	31
Yes, 4 or more lessons (%)	24

Table 8.15: During 1995–96, have you referred students to peer mediation? (Elementary)

Number Responding	112
Yes, between 1 and 3 students (%)	21
Yes, 4 or more students (%)	9
No, we don't have Peer Mediation in this school. (%)	29
No, my students have not needed mediation. (%)	4
No, my students have done informal mediations in class. (%)	12
No, I don't know the referral process. (%)	5
No, other reasons.	21

Table 8.16: Have you referred students to Peers Helping Peers? (Elementary)

Number Responding	113
Yes, between 1 and 3 students (%)	11
Yes, 4 or more students (%)	7
No, we don't have Peers Helping Peers in this school (%)	41
No, my students have not needed a peer helper. (%)	4
No, my students help each other informally. (%)	13
No, I don't know the referral process. (%)	9
No, other reasons. (%)	15

Table 8.17: Compared to last year (1994–95), how safe do you feel this year in and around the school building? (Elementary)

Number Responding	114
I feel safer this year than last year.(%)	18
I feel less safe this year than last year. (%)	11
I feel about the same. (%)	52
Don't know. I was not at this school last year. (%)	20

The following question (**Table 8.17**) asked what might be considered the most important question on the survey: "Compared to last year (1994–95), how safe do you feel this year in and around the school building?" Eighteen percent felt safer, 11% felt less safe, and 52% felt about the same; 20% were new to the school.

The next sixteen items addressed school and community climate (**Table 8.18**, on the next page).

Favorable responses, either Agree or Strongly Agree, ranged from 42% to 90%. The two statements with less than 50% agreement both dealt with tension; 42% agreed with "There is little administrator-teacher tension" and 45% agreed with "There is little tension among teachers or subgroups of teachers." The statements with the highest level of agreement were "This school has set some goals as a school for this year and I know about them" (90% agreement) and "I like working in this school" (81% agreement).

The final 20 questions asked teachers and staff how they felt about their work (**Table 8.19**). Six of the statements are positive emotions and the other fourteen are negative emotions. The statements are used to determine the worker's level of emotional exhaustion. The positive emotions were felt by the teachers and staff much more than the negative emotions. The emotion with the highest level of response this year was "I can easily create a relaxed atmosphere with my students," with 70% feeling the emotion daily. The positive emotion with the lowest level of response was "I feel very energetic," with 36% feeling the emotion daily. Of the negative responses, the ones occurring most frequently were "I feel used up at the end of the workday" (14% felt it daily) and "I feel emotionally drained from my work" (11% felt it daily). Interestingly, all but one of the negative emotions was reported to

Table 8.18: Teacher/staff perceptions of school and community climate in 1995–96.

Statement	Number Responding	Strongly Agree (%)	Agree (%)	Neutral, not sure (%)	Disagree (%)	Strongly Disagree (%)
Administrators and teachers collaborate toward making the school run effectively.	114	33	42	7	11	7
There is little administrator-teacher tension.	114	10	32	22	24	13
Teachers and subgroups of teachers collaborate toward making the school run effectively.	113	33	45	12	9	2
There is little tension among teachers or subgroups of teachers.	113	10	35	19	25	12
Students at this school are enthusiastic about learning.	112	20	47	13	17	4
Teachers feel pride in this school and in its students.	112	31	42	15	8	4
Student attendance is good; students miss class only for urgent and good reasons.	114	26	32	9	22	11
I like working in this school.	114	43	38	14	3	3
This school has set some goals as a school for this year and I know about them.	113	53	37	5	3	2
Community involvement is sought in developing the school's goals.	111	33	37	15	12	3
Our principal provides instructional leadership.	109	39	34	6	17	4
Our principal goes out of his/her way to help teachers.	111	32	38	9	15	5
Our principal compliments teachers.	111	31	36	17	11	5
Our principal recognizes faculty achievements.	109	36	43	8	8	5
Teachers feel free to communicate with the principal.	112	26	34	17	16	7
The principal talks with us frankly and openly.	113	35	34	13	12	5

have occurred on a daily basis with either less or the same frequency (the one exception was a 1% increase). On the opposite extreme, never feeling an emotion, the six positive emotions were all at 7% or lower, while the negative emotions ranged from 10% to 88%. The same two emotions, "I feel used up at the end of the workday" and "I feel emotionally drained from my work," occurred least often among the negative emotions . Thus, it is clear that there was some level of exhaustion for a substantial number of teachers.

Next, we may look at the teacher and staff survey at the secondary level. Two hundred and six teachers and staff from Sam Houston and the three middle schools participated in the survey (**Table 8.20**). Almost all (90%) of the participants were teachers (**Table 8.21**). The middle school teachers represented all grades nearly equally (**Table 8.22**); despite having many fewer teachers than Sam Houston overall, Burbank had the highest teacher participation. While the majority (62%) of participants were female (**Table 8.23**), the percentage female is far less than the 77% in the elementary survey.

The next ten questions dealt with secondary teacher and staff views on student discipline and staff relationships (**Tables 8.24 and 8.25**). A majority (57%) of teachers and staff felt that violence among students was a problem. Nearly a third (31%) felt that violence from students to teachers was a problem as well. While most stated that their school had a written discipline policy (93%) and that they had a written set of standards for classroom discipline (82%), the policies were not perceived by teachers and staff to be implemented successfully. Only 5% stated that their school discipline policy was effective consistently, with another 22% saying it was effective more often than not. Another 31% felt that appropriate disciplinary actions were taken either consistently or more often than not. Thirty-one percent indicated that faculty requests regarding discipline were acted upon promptly. A slightly higher percentage, 34%, stated that good teaching was recognized and appreciated by the administration, indicating that the survey participants felt that discipline in particular was a problem at the school.

Table 8.19: Elementary teacher/staff perceptions of the effects of their work on themselves in 1994–95 and 1995–96.

	Number Respond -ing		Never (%)		A few times a year (%)		Monthly (%)		A few times a mon. (%)		Weekly (%)		A few times a week (%)		Daily (%)	
Statement	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96	94–95	95–96
I feel emotionally drained from my work.	186	111	12	10	30	32	3	10	16	13	10	12	12	14	18	11
I feel used up at the end of the workday.	184	111	9	12	29	28	5	5	12	8	10	13	16	22	19	14
I feel fatigued when I get up in the morning and have to face another day on the job.	184	109	23	25	30	28	7	12	13	17	7	9	10	7	10	3
Working with people all day is really a strain for me.	184	111	42	55	40	26	3	8	7	6	1	3	3	1	4	1
I feel burned out from my work.	184	110	30	33	42	40	5	12	7	11	2	2	4	2	10	1
I feel I'm working too hard on my job.	182	109	20	31	37	44	10	5	10	6	9	5	4	6	11	5
I feel frustrated by my job.	186	110	28	33	37	37	6	8	8	9	6	5	7	5	8	2
Working with people directly puts too much stress on me.	184	110	59	61	28	30	4	4	4	4	1	1	2	0	3	1
I feel like I'm at the end of my rope.	184	109	54	57	27	33	3	3	4	3	1	1	3	1	7	3
I deal very effectively with the problems of my students.	183	107	4	7	2	0	1	4	8	4	9	12	19	21	57	52
I feel I'm positively influencing other people's lives through my work.	183	106	4	4	4	0	2	2	5	8	7	9	11	14	67	62
I feel very energetic.	179	107	2	2	4	3	3	5	8	10	15	16	29	28	39	36
I can easily create a relaxed atmosphere with my students.	178	106	1	2	2	1	1	3	5	2	11	11	11	11	69	70
I feel exhilarated after working closely with my students.	174	108	1	3	4	2	5	7	13	5	13	15	27	24	38	44
In my work, I deal with emotional problems very calmly.	177	110	1	1	2	3	4	2	9	9	15	17	24	20	45	48
I feel I treat some students as if they were impersonal 'objects.'	179	109	72	72	18	19	2	2	3	4	3	1	2	1	1	1
I've become more callous toward people since I took this job.	174	106	48	63	30	25	9	5	6	3	2	0	2	1	3	3
I worry that this job is hardening me emotionally.	180	101	61	63	26	22	6	6	3	5	1	2	2	1	2	1
I don't really care what happens to some students.	179	102	84	88	8	12	2	0	2	0	1	0	0	0	4	0
I feel students blame me for some of their problems.	179	102	67	66	25	25	3	3	2	4	1	0	1	0	1	2

Yet, response to the next question indicates that conditions with respect to violence are improving. In comparison to last year, while 6% stated that student violence had increased, a majority, 52%, indicated that it had decreased (**Table 8.26**).

The next two statements were about staff relationships (**Table 8.27**). In each case, comparisons were made with the previous year. More thought that the relationship between teachers and administrators had gotten worse than had improved (25% and 14%,

Table 8.20: Secondary teacher and staff survey participation in 1995–96.

School	1995–96
Sam Houston	53
Burbank	92
Fonville	32
Henry	29
Total	206

Table 8.21: Secondary teacher and staff survey participation by position in 1995–96.

Position	1995–96
Number Responding	205
Teacher (%)	90
Administrator (%)	3
Other (%)	6

Table 8.22: Secondary teacher survey participation by grade in 1995–96.

Grade Taught	1995–96
Number Responding	198
Sixth	17
Seventh	18
Eighth	20
Multiple middle school grades	13
High school	32

Table 8.23: Secondary teacher and staff survey participation by gender in 1995–96.

Gender	1995–96
Number Responding	201
Male (%)	38
Female (%)	62

respectively). With regard to the relationship among teachers, however, there was an improvement, with 14% stating relationships had gotten worse and 19% stating they had improved.

Secondary teacher and staff observations of student violence against students are shown in **Table 8.28**. Teachers and staff were asked what type of violence they had personally observed among students during the previous 30 days. The most frequently occurring types of violence were name-calling (93% observed it at least once, and 56% on 6 or more occasions), put downs (91% observed it at least once, and 54% on at least 6 occasions), and pushing (82% observed it at least once, and 31% on 6 or more occasions). Ethnic discrimination and fist fights were also observed by more than half of the teachers. Thirteen percent of the teachers and staff had observed at least one threat with a weapon, and 20% had observed at least one gang fight.

Secondary teacher and staff observations of student violence against teachers are shown in **Table 8.29**. The four most frequently observed types of

Table 8.24: Secondary teacher and staff views on student discipline and staff relationships in 1995–96.

Statement	Number Answering	Percent Yes
Violence among students is a problem at my school.	204	57
Violence from teachers to students is a problem at my school.	205	6
Violence from students to teachers is a problem at my school.	205	31
Violence among teachers is a problem at my school.	206	4
My school has a written discipline policy.	204	93
I have a written set of standards for classroom discipline that I use.	197	82

Table 8.25: Further secondary teacher and staff views on student discipline and staff relationships in 1995–96.

Statement	Number Responding	Rarely (%)	Sometimes (%)	More Often Than Not (%)	Consistently (%)
The school discipline policy is effective.	204	23	50	22	5
Disciplinary actions taken by school administrators are appropriate.	204	19	50	23	8
Good teaching is recognized and appreciated by the administration.	204	20	47	23	11
Faculty requests regarding discipline policy are acted upon promptly.	204	20	49	23	8

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Table 8.26: Compared to last year, during this school year violence among students: (Secondary)

Response	1995–96
Number Responding	202
Has increased (%)	6
Is the same (%)	28
Has decreased (%)	52
Not here last year (%)	14

incidents were name-calling (68% observed it at least once, 22% 6 or more times), put downs (59% observed it at least once, 15% 6 or more times), ethnic discrimination (21% observed it at least once, 1% 6 or more times) and gender discrimination ((20% observed it at least once, 2% 6 or more times). Pushing was the most frequently seen form of physical violence (15% observed at least once, 0% 6 or more times). Six percent of the teachers and staff had

Table 8.27: Secondary school staff relationships in 1995–96.

Statement	Number Responding	Has improved (%)	Is the same (%)	Is worse (%)	Not here last year (%)
Compared to last year, during this school year the relationship between teachers and administrators	204	14	47	25	14
Compared to last year, during this school year the relationship among teachers	203	19	54	14	13

Table 8.28: Secondary teacher and staff observations of student violence against students in 1995–96.

During the past 30 days, what type of violence have you personally observed among students?	Number Responding	0 times (%)	1 time (%)	2–3 times (%)	4–5 times (%)	6 or more times (%)
Name-calling	196	7	7	22	8	56
Put downs	206	9	6	25	14	46
Pushing	204	18	17	22	11	31
Slapping	202	55	13	17	7	7
Fist fights/kicking	204	45	24	22	5	5
Ethnic discrimination	204	40	13	28	6	13
Gender discrimination	203	53	16	20	4	7
Sexual harassment	203	61	16	14	3	7
Biting	202	94	2	4	0	0
Hair pulling	203	80	12	6	1	1
Gang fights	205	80	14	5	0	2
Threats with a weapon	205	87	5	4	1	2

Table 8.29: Secondary teacher and staff observations of student violence against teachers in 1995–96.

During the past 30 days, what type of violence have you personally observed from students to teachers?	Number Responding	0 times (%)	1 time (%)	2–3 times (%)	4–5 times (%)	6 or more times (%)
Name-calling	190	32	21	17	8	22
Put downs	203	41	18	17	8	15
Pushing	203	85	9	4	1	0
Slapping	204	93	5	1	0	0
Fist fights/kicking	205	93	4	1	0	1
Ethnic discrimination	204	72	14	7	3	3
Gender discrimination	204	80	10	4	3	2
Sexual harassment	202	90	4	4	1	1
Biting	204	98	2	0	0	0
Hair pulling	202	97	2	0	0	0
Gang fights	203	92	5	1	0	1
Threats with a weapon	203	94	4	1	0	1

Table 8.30: Secondary teacher and staff observations of teacher violence against students in 1995–96.

During the past 30 days, what type of violence have you personally observed from teachers to students?	Number Responding	0 times (%)	1 time (%)	2–3 times (%)	4–5 times (%)	6 or more times (%)
Name-calling	192	69	11	12	2	5
Put downs	200	61	14	17	2	7
Yelling	201	46	11	17	5	20
Pushing	200	90	5	3	1	2
Slapping	203	97	2	0	0	0
Fist fights/kicking	203	99	0	0	0	0
Ethnic discrimination	205	88	4	4	2	2
Gender discrimination	204	91	3	3	1	1
Sexual harassment	203	96	2	1	1	0

Table 8.31: Secondary teacher and staff's personal experiences about violence in 1995–96.

During the past 30 days:	Number Responding	0 times (%)	1 time (%)	2–3 times (%)	4–5 times (%)	6 or more times (%)
A student insulted me (called me names).	199	62	15	12	4	9
A student hit (pushed, shoved) me on purpose.	204	87	9	2	1	0
A teacher insulted me (called me names).	205	92	5	1	0	2

observed a teacher being threatened by a student with a weapon.

Secondary teacher and staff observations of teacher violence against students are shown in **Table 8.30**. The most frequently observed types of violence were yelling (54% observed at least once, 20% 6 or more times), put downs (61% observed at least once, 7% 6 or more times), and name-calling (31% observed at least once, 5% 6 or more times). Again, pushing was the most frequently seen form of physical violence (10% observed at least once, 2% 6 or more times).

Secondary teacher and staff's personal experiences about violence are shown in **Table 8.31**. Thirty-eight percent of the teachers and staff had been insulted by students at least once in the preceding 30 days, and 9% had been insulted 6 or more times. Thirteen percent had been hit (pushed, shoved) by students at least once. Eight percent were insulted by a teacher at least once.

The next two questions asked about the desire for additional training in conflict resolution and classroom management (**Table 8.32**). Slightly more (46%) would like training in conflict resolution than would like more training in classroom management (42%).

Table 8.32: Secondary teacher and staff training hopes in 1995–96.

Question	Number Answering	Percent Yes
Would you like more training in conflict resolution?	203	46
Would you like more training in classroom management?	204	42

Three more questions asked about the teacher/staff member's involvement in various violence-prevention activities: violence prevention curriculum (**Table 8.33**), peer mediation (**Table 8.34**), and the Peers Helping Peers program (**Table 8.35**). Thirty-nine percent indicated that they had taught lessons

Table 8.33: During 1995–96, did you teach lessons from a violence-prevention curriculum? (Secondary)

Number Responding	202
No (%)	56
No, but I'm planning to teach them (%)	5
Yes, between 1 and 3 lessons (%)	22
Yes, 4 or more lessons (%)	17

Table 8.34: During 1995–96, have you referred students to peer mediation? (Secondary)

Number Responding	203
Yes, between 1 and 3 students (%)	29
Yes, 4 or more students (%)	7
No, we don't have Peer Mediation in this school. (%)	20
No, my students have not needed mediation. (%)	12
No, my students have done informal mediations in class. (%)	10
No, I don't know the referral process. (%)	5
No, other reasons.	17

Table 8.35: Have you referred students to Peers Helping Peers? (Secondary)	
Number Responding	205
Yes, between 1 and 3 students (%)	20
Yes, 4 or more students (%)	8
No, we don't have Peers Helping Peers in this school (%)	19
No, my students have not needed a peer helper. (%)	14
No, my students help each other informally. (%)	12
No, I don't know the referral process. (%)	6
No, other reasons. (%)	21

Table 8.36: Compared to last year (1994–95), how safe do you feel this year in and around the school building? (Sam Houston and Patrick Henry)	
Number Responding	81
I feel safer this year than last year. (%)	17
I feel less safe this year than last year. (%)	20
I feel about the same. (%)	54
Don't know. I was not at this school last year. (%)	9

from a violence-prevention curriculum. Thirty-six percent stated that they had referred students to peer mediation, and another 10% had done informal mediations in class. Twenty-eight percent indicated that they had referred students to Peers Helping Peers, and an additional 12% had allowed students to help themselves informally in class.

The following question asked teachers and staff how safe they felt, compared to last year, in their school (**Table 8.36**). While 17% felt safer, 20% felt less safe (only Patrick Henry and Sam Houston teachers responded to this question). Thus, there was no clear signal as to the direction of movement in the level of safety.

The next sixteen items addressed school and community climate (**Table 8.37**). It should be noted that the last seven questions in Table 8.37 and all of Table 8.38 include results from Patrick Henry and Sam Houston only.

The percent of favorable responses, either Agree or Strongly Agree, were less for each item than for the same item on the elementary teacher and staff survey. The same two items had the highest level of

Table 8.37: Secondary teacher and staff perceptions of school and community climate in 1995–96.

Statement	Number Responding	Strongly Agree (%)	Agree (%)	Neutral, not sure (%)	Disagree (%)	Strongly Disagree (%)
Administrators and teachers collaborate toward making the school run effectively.	200	13	35	16	21	16
There is little administrator-teacher tension.	203	7	26	18	30	18
Teachers and subgroups of teachers collaborate toward making the school run effectively.	203	16	48	18	12	6
There is little tension among teachers or subgroups of teachers.	200	10	32	22	25	12
Students at this school are enthusiastic about learning.	203	2	17	19	43	20
Teachers feel pride in this school and in its students.	203	7	31	33	22	7
Student attendance is good; students miss class only for urgent and good reasons.	200	5	21	14	31	31
I like working in this school.	200	31	44	16	7	3
This school has set some goals as a school for this year and I know about them.	201	34	53	6	6	1
Community involvement is sought in developing the school's goals.	75	9	40	28	16	7
Our principal provides instructional leadership.	80	9	30	20	26	15
Our principal goes out of his/her way to help teachers.	80	10	33	24	21	13
Our principal compliments teachers.	80	21	41	13	16	9
Our principal recognizes faculty achievements.	80	21	44	19	11	5
Teachers feel free to communicate with the principal.	80	19	36	11	20	14
The principal talks with us frankly and openly.	79	19	27	18	24	13

Table 8.38: Secondary teacher and staff perceptions of the effects of their work on themselves in 1995–96.

Statement	Number Responding	Never (%)	A few times a year (%)	Monthly (%)	A few times a mon. (%)	Weekly (%)	A few times a week (%)	Daily (%)
I feel emotionally drained from my work.	78	5	24	8	21	9	18	15
I feel used up at the end of the workday.	79	4	23	6	10	14	22	22
I feel fatigued when I get up in the morning and have to face another day on the job.	79	16	22	10	23	9	11	9
Working with people all day is really a strain for me.	78	36	36	8	12	5	1	3
I feel burned out from my work.	79	14	44	9	16	5	6	5
I feel I'm working too hard on my job.	78	15	31	15	17	4	8	10
I feel frustrated by my job.	79	8	42	8	16	11	8	8
Working with people directly puts too much stress on me.	79	52	34	3	8	3	1	0
I feel like I'm at the end of my rope.	78	50	31	5	10	1	3	0
I deal very effectively with the problems of my students.	77	0	4	9	4	10	18	55
I feel I'm positively influencing other people's lives through my work.	79	0	8	5	14	5	14	54
I feel very energetic.	78	4	8	8	14	14	27	26
I can easily create a relaxed atmosphere with my students.	77	0	4	3	6	14	16	57
I feel exhilarated after working closely with my students.	78	1	10	4	19	9	29	27
In my work, I deal with emotional problems very calmly.	77	4	3	9	13	13	16	43
I feel I treat some students as if they were impersonal 'objects.'	77	65	23	5	4	0	0	3
I've become more callous toward people since I took this job.	76	42	33	4	9	4	4	4
I worry that this job is hardening me emotionally.	75	41	39	7	8	0	0	5
I don't really care what happens to some students.	75	76	20	3	0	1	0	0
I feel students blame me for some of their problems.	75	51	27	7	12	0	3	1

agreement as in the elementary survey: "This school has set some goals as a school for this year and I know about them" (87%) and "I like working in this school" (75%). The two items with the least favorable response were "Students at this school are enthusiastic about learning" (19%) and "Student attendance is good; students miss class only for urgent and good reasons" (26%). Then came the item which had the least favorable response on the elementary survey, tension between teachers and administrators (33%).

The final 20 questions asked teachers how they felt about their work (**Table 8.38**). While the six positive emotions again occurred more frequently, the gap was much narrower. Again, the positive emotion with the lowest percentage occurring daily was "I feel very energetic," with 26%, while the negative responses occurring most frequently were "I feel used up at the end of the workday" (22% felt it daily) and "I feel emotionally drained from my work" (15% felt it daily). It appears that work-induced exhaustion is even more of a problem at the secondary level than at the elementary level.

Disciplinary Actions

Since HISD maintained total disciplinary actions at each school, and since many students were involved in more than one action, the percentage of students involved in disciplinary actions was not calculated. The School Administrative Student Information (SASI) system, in its first full year of implementa-

tion, was also used to collect disciplinary action information. In addition, enrollment figures for 1994–95 were cumulative enrollment figures, while the enrollment figures for 1995–96 were from the PEIMS fall survey.

Records indicate (see **Table E**) that from 1995 to 1996 there was a decrease in the number of suspensions from 2,202 to 1,987 and the number of out-of-school suspensions from 3,748 to 3,470. Yet, there was an increase in the number of students with out-of-school suspensions from 1,626 to 2,139. This indicates that more students were being suspended a smaller number of times. Similar results did not occur in the in-school suspensions.

Corporal punishments went down from 3 to 0 from 1995 to 1996. Expulsions reflected results similar to out-of-school suspensions, except in the reverse direction. That is, there were more expulsions in 1995–96 (89 versus 76), but more students were expelled in 1994–95 (69 versus 49).

Police Related Incidents

The number of police related incidents as recorded on the Uniform Crime Report (UCR) decreased substantially in the North District when compared to HISD as a whole from the 1994-95 school year through the 1995-96 school year. For comparison purposes, the number of incidents recorded for the period of September through July 1995 was compared to the number of incidents recorded for the period September through July 1996 as indicated in **Figure 1**.

Throughout the district, serious police incidents increased from 841 to 870, and less serious police incidents increased from 2,892 to 3,468 during the 1994-95 and 1995-96 school years. Total incidents increased from 3,733 to 4,338, and the number of incidents leading to arrest increased from 2,315 to 2,555 during the same time period.

Just the opposite occurred in HISD's North District. From the 1994-95 school year to the 1995-96 school year, **Figure 2** shows that serious police incidents (Part 1 UCR) decreased from 89 incidents to 68 incidents, and **Figure 3** shows that less serious incidents decreased from 268 to 243 incidents. Thus, total incidents decreased from 357 to 311 incidents, with incidents leading to arrest decreased from 213 to 206.

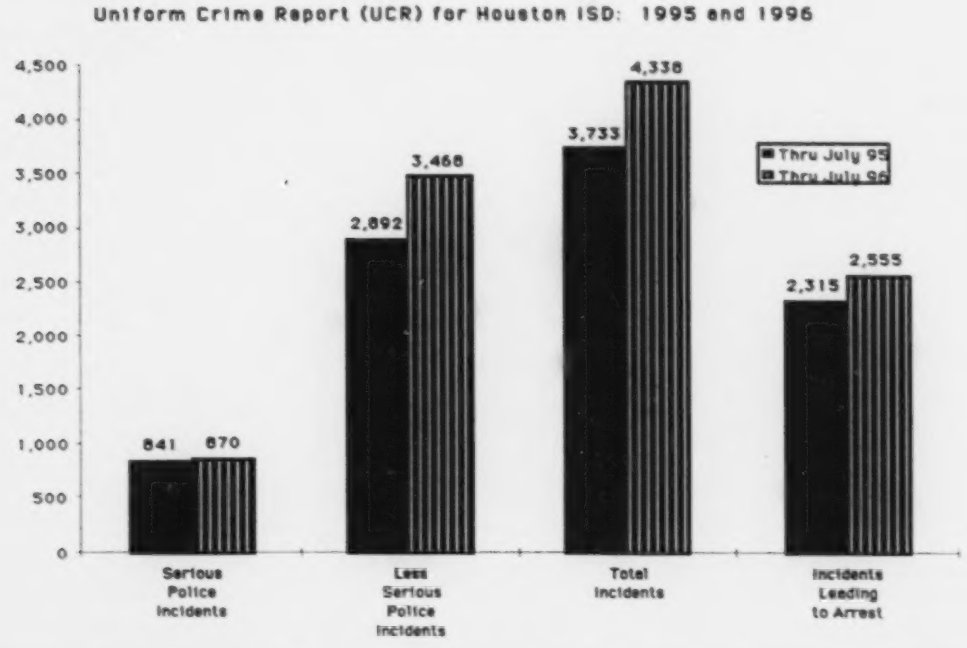

Figure 1. HISD Uniform Crime Report for 1995 and 1996.

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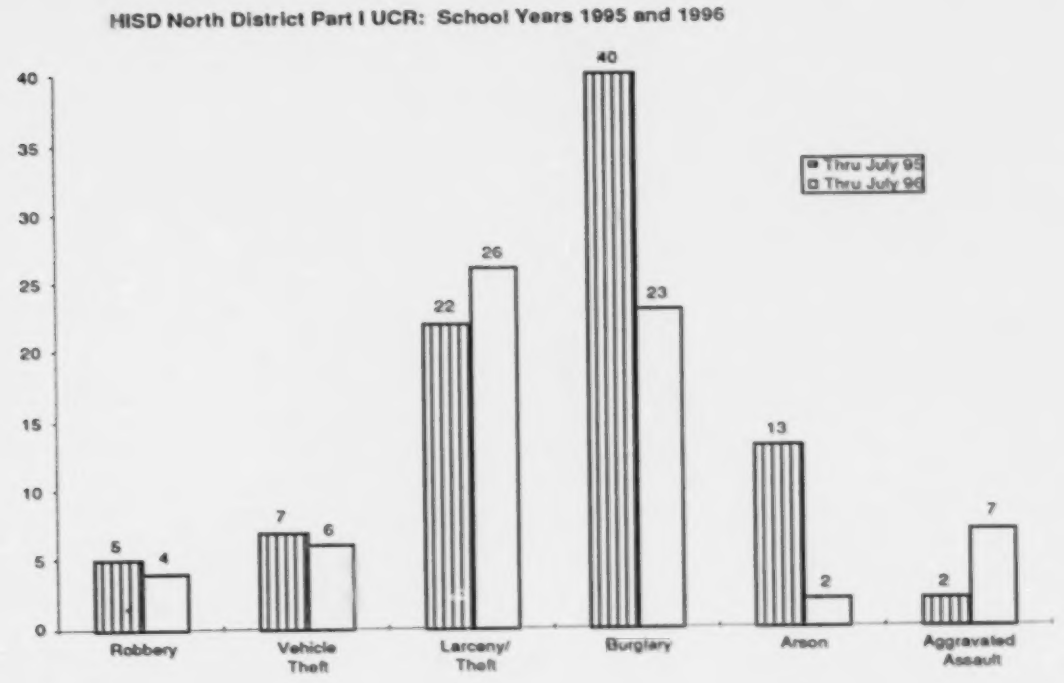

Figure 2. HISD North District Part I UCR for school years 1995 and 1996.

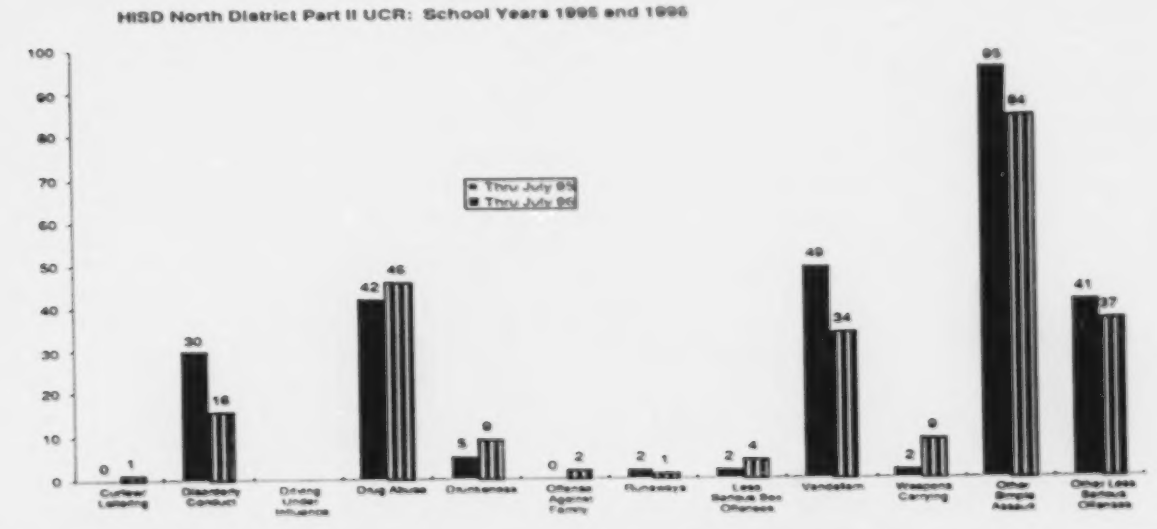

Figure 3. HISD North District Part II UCR for school years 1995 and 1996.

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Recommendations

1. It is recommended that HISD communicate information to principals about successful Safe Schools initiatives, and encourage principals to implement those programs that promote safe and drug-free schools.

2. It is recommended that the North District continue to improve student attitudes and behaviors toward violence through expanded curriculum and staff development programs, and to focus selected reading and writing activities on managing anger and reducing violence and drug use in school and society. Additional attention at the high school level is suggested.

3. With more than half of the alternative school students requiring special education services, it is recommended that a certified special education teacher or counselor be incorporated into the alternative school and Community Guidance Center.

4. Since all elementary schools in the North District are Title I schools, it is recommended that Title I funds or staff be allocated to support the alternative school and Community Guidance Center.

5. Since response to the parent programs was so positive in the North District, it is recommended that HISD offer those programs to parents throughout the district, to help them become more involved in home and school activities, to help them manage anger and solve problems without violence, and to teach their children to do the same.

6. Positive reactions from teachers and administrators affirmed the recommendation that the alternative elementary school should continue operation in the North District, and HISD should explore the feasibility of providing alternative elementary schools in other Management Districts.

7. With such positive comments from counselors, teachers, and administrators, it is recommended that operation of the Community Guidance Center should continue in the North District, and that HISD should explore the possibility of developing Community Guidance Centers in other Management Districts.

8. Positive attitudes of both students and teachers toward the SAP support the recommendation that HISD continue to provide training and support for principals that want to implement the SAP, and to promote collaboration between teachers and administrators to help resolve concerns about violence and drugs in the schools.

9. High levels of participation by students and teachers confirm the recommendation that HISD support additional before-school and after-school programs, as well as programs on Saturdays, to address the needs of students and their parents, using community and local resources to extend services to more students and parents.

10. Difficulties with communication and coordination support the recommendation that HISD clarify lines of authority and channels of communication between the HISD Police Department and HISD campus and district administration to facilitate program implementation and the purchase of materials and equipment.

Appendix A: North District 1995–96 Demographics

Table A.1: 1995–96 North District Student Gender and Ethnic Distribution by School

		Percent in Group						
School	N	Native American	Asian	African American	Hispanic	White	Female	Male
Sam Houston HS	2,877	0.0	0.5	8.0	81.1	10.4	49.8	50.2
Burbank MS	1,499	0.0	0.5	10.1	83.1	6.3	48.5	51.5
Fonville MS	1,012	0.0	0.4	10.9	75.1	13.6	47.9	52.1
Henry MS	1,016	0.1	0.4	7.3	81.6	10.6	49.9	50.1
Barrick ES	752	0.0	0.3	1.9	79.9	18.0	47.2	52.8
Berry ES	605	0.0	0.2	12.1	84.6	3.1	52.1	47.9
Burbank ES	908	0.0	0.9	28.1	64.9	6.2	49.3	50.7
Coop ES	767	0.0	0.1	15.6	73.4	10.8	47.7	52.3
De Chaumes ES	489	0.0	0.2	4.9	77.3	17.6	48.3	51.7
Durkee ES	834	0.0	0.8	23.1	57.8	18.2	48.7	51.3
Garcia ES	775	0.1	0.5	11.1	82.5	5.8	48.1	51.9
Herrera ES	856	0.0	0.4	2.7	94.5	2.5	48.9	51.1
Janowski ES	862	0.0	0.2	2.0	93.5	4.3	48.3	51.7
Lyons ES	806	0.0	0.2	3.1	83.0	13.6	50.1	49.9
Northline ES	889	0.0	0.3	9.2	82.5	8.0	46.6	53.4
Roosevelt ES	522	0.0	1.0	18.8	71.8	8.4	51.7	48.3
Scarborough ES	800	0.0	0.4	4.3	81.5	13.9	50.1	49.9
Total	16,269	0.0	0.4	9.9	79.8	9.9	49.0	51.0

Table A.2: 1995–96 North District Participation in Special Programs by School

	Percent in Group								
School	Bilingual	ESL	LEP	Immigrant	Migrant	Econ. Dis.	Gifted	Voc. Ed.	Special Ed.
Sam Houston HS	0.0	14.4	22.6	6.7	0.5	47.8	0.0	76.6	12.1
Burbank MS	7.3	20.9	32.6	4.7	0.3	65.9	17.7	20.9	11.3
Fonville MS	0.0	10.4	26.6	5.7	1.0	75.1	0.0	11.6	18.9
Henry MS	5.7	15.9	29.3	3.1	0.7	70.1	10.8	24.4	13.8
Barrick ES	41.2	0.0	46.3	2.7	2.1	87.2	0.0		8.9
Berry ES	56.9	0.3	59.3	7.1	0.0	95.4	0.0		8.1
Burbank ES	27.3	0.0	34.9	4.5	0.4	89.6	4.7		17.1
Coop ES	39.8	0.1	45.9	5.9	1.3	93.1	6.4		11.2
De Chaumes ES	28.2	5.7	38.0	5.1	0.8	86.9	0.0		9.0
Durkee ES	27.8	1.7	34.3	6.6	0.8	86.5	2.4		9.6
Garcia ES	46.3	1.5	51.1	10.2	0.5	93.8	0.0		8.0
Herrera ES	40.0	5.0	45.0	26.3	0.0	96.8	7.1		7.4
Janowski ES	60.3	3.4	67.9	18.9	0.3	95.8	3.8		5.2
Lyons ES	40.8	0.0	44.4	3.1	0.0	89.8	0.0		9.6
Northline ES	44.4	2.4	50.7	8.7	0.7	93.9	3.1		7.9
Roosevelt ES	25.3	1.9	35.1	5.9	0.4	78.0	23.9		13.4
Scarborough ES	43.5	0.6	49.4	6.8	0.3	90.0	4.4		9.3
Total	25.6	7.1	38.8	7.6	0.6	78.7	4.7		11.0

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Appendix A: North District 1995–96 Demographics (continued)

Table A.3: Home Languages

Home Language	Percent
English	48.5
Spanish	51.2
Vietnamese	0.2
Other Languages	0.1

Table A.4: Grade Distribution of 1995–96 North District Students

Grade	Percent
EE	0.4
PK	6.1
KG	9.1
01	9.9
02	9.4
03	9.0
04	8.6
05	8.1
06	7.3
07	7.2
08	7.2
09	8.0
10	4.0
11	3.1
12	2.6

Table A.5: Primary Handicapping Condition of 1995–96 North District Students.

Primary Handicapping Condition	Percent
Not in Special Education	89.0
Auditory	0.1
Autism	0.1
Emotional Disturbance	0.9
Learning Disability	6.3
Mental Retardation	0.9
Orthopedic	0.4
Speech Impairment	1.7
Visual	0.1
Other	0.5

Appendix B:
Houston Independent School District
Safe Schools Initiative
Administrator Training, March 31, 1995
Evaluation Summary

A totalof 240 participants registered for the Safe Schools Initiative districtwide administrator training on March 31, 1995. Attendees included 174 administrators, 28 teachers, and 38 others. Training was provided in two sessions, with 144 attending the morning session and 96 attending the afternoon session. Of the registered participants, 21 were from the North District. The Safe Schools inservice was evaluated by 140 of the participants, with 18 of those from schools in the North District.

Evaluation highlights:

- The inservice was well received with 93 percent or more of the participantsgiving the speaker and the topic positive ratings.
- The training focused on making schools safer by developing better relationships with students, and by sharing responsibilities with parents and the community.
- Participants expressed a need for more information about conflict resolution and handling aggressive behavior at school and in the classroom.
- Schools requested more inservice training on topics including conflict resolution, classroom management, and strategies for safe schools.
- Schools resolved to improve adult supervision and visibility, increasing the number of adults on campus by involving more staff members, parents, and volunteers from business and the community.

The evaluation questionnaire contained 4 open-ended items and 4 objective items. A summary of the responses to the evaluation questionnaire is presented below. This summary includes only the most frequently recorded open-ended responses. The last four items presented are the objective items The overall responses and the responses from North District schools are described.

MOST IMPORTANT IDEAS

Participants offered a variety of responses to the item concerning the "Most Important Idea" presented about safe schools. Most respondents considered the most important idea was to "focus on relationships and caring" followed closely by ideas related to "conflict resolution" as revealed in an excellent video shown during the presentation. Others noted the emphasis on sharing the responsibility of raising children between the home and the community. Recognizing the need for safe schools to improve student learning and having workable strategies and practical tips for making schoolssafer were also listed as most important ideas.

A number of participants expressed concern about victimization and behaviors that promote confrontation and violence. Many were impressed with the idea that visibilityis supervision, and that there should be no unsupervised children. Other ideas mentioned frequently included the concept that society has changed, that we have new problems that require new solutions, that our schools must be more child-centered, and educators must re-think strategies to reach the minds and hearts of those children if schools are to compete with gangs, cults, and the violent media.

MORE INFORMATION

Most of the participants wanted more information about topics like conflict resolution, defusing aggressive behavior, handling anger, managing confrontations in the classroom, dealing with violent students, and problem solving. The next most frequent response focused on information about what works in schools and communities, and what schools can do to make their campuses safe. A number of participants wanted information about inservice training, especially the video shown or similar videos about handling confrontational students and reducing violence in school. Several asked for the guidelines for constructing safe buildings and facilities. Others requested copies of the transparencies and information about victimization.

Appendix B: Safe Schools Initiative Administrator Training (continued)

MY SCHOOL CAN . . .

Most of the participants felt that their school could work closer with the home and community. They suggested more parent volunteers, plus community and corporate volunteers, to increase the number of adults in the school, and to build bridges between the student, the family, the school, and the business community. Many indicated that their schools could improve supervision and visibility, by being more vigilant, by making sure all students were supervised at all times. A number mentioned that schools should use the strategies presented in the training, including nurturing students, focusing on relationships, creating a student centered campus and empowering students, getting all teachers and staff involved with supervision and other initiatives. Other ideas presented were establishing goals and developing plans for a safe environment, and providing inservice training for staff.

THE DISTRICT CAN . . .

By far the most frequent response concerning what the district should do to support the schools was to provide additional inservice training for school staff. Participants suggested a number of topics including classroom and student management, discipline, safe campus strategies, conflict resolution, interpersonal skills, victimization, community relations, and video presentations similar to the training provided to district administrators.

A high number of participants also requested additional security, such as more guards, more counselors, and more officers. Some suggested more police visibility, like visits at least once per week. Providing television monitors and constructing more secure buildings were also mentioned. Others suggested continuing efforts related to the Safe Schools Checklist, campus security plans, and campus beautification (cleaning, mowing, painting, landscaping, etc.)

1. The speaker was knowledgeable and well prepared.

Overall, 99 percent of the respondents felt the speaker was knowledgeable and well prepared, with 91 percent responding "Yes, Definitely" and 8 percent responding "Yes, Somewhat." In the North District, 67 percent said "Yes, Definitely" and 28 percent said "Yes, Somewhat," for a 95 percent positive response.

2. This workshop provided new information that will help us enhance the safety of our schools.

Considering all respondents, 94 percent gave a positive response with 60 percent saying, "Yes, Definitely" and 34 percent saying "Yes, Somewhat." In the North District, 39 percent said "Yes, Definitely" and 39 percent said "Yes, Somewhat" for a 78 percent positive response. Some of the participants in the North District indicated that little or no new information was presented to enhance school safety with 17 percent indicating "Very Little" and 5 percent indicating "No, Not at All."

3. The material covered in the workshop was well suited to the needs of my school.

Out of all responses, there was a 93 percent positive response, with 57 percent stating "Yes, Definitely" and 36 percent stating "Yes, Somewhat." The North District gave a 78 percent positive response with 50 percent responding "Yes, Definitely" and 28 percent responding "Yes, Somewhat." Some indicated that the material was not suited to their needs, with 17 percent saying "Very Little," and 5 percent saying "No, Not at All."

4. I would recommend this workshop to other districts.

Of all participants, 93 percent would recommend the inservice to other districts, with 69 percent saying "Yes, Definitely" and 24 percent saying "Yes, Somewhat." In the North District, 82 percent gave a positive response, with 53 percent stating "Yes Definitely and 29 percent stating "Yes, Somewhat," with 12 percent giving it very little recommendation, and 6 percent not recommending it at all.

Appendix C: Police Training

Houston Independent School District
Safe Schools Initiative
HISD Police Training, June 12, 1995
Evaluation Summary

Eighty-seven participants registered for the HISD Police Training conducted by Ron Garrison of Garrison & Associates on June 12, 1995. This was the first day of a three-day training conducted by Mr. Garrison for HISD police personnel and Safe Schools coordinators as a part of the Houston Independent School District Safe Schools Initiative. The first two days were geared to police officers and Safe Schools Coordinator/Counselors, while the third day was a leadership training for police supervisors and other police leadership persons. The first day of police training was evaluated by 63 of the participants: 58 police officers, one police supervisor, one Safe Schools coordinator/counselor, and three participants who did not indicate their positions. The evaluation questionnaire consisted of four structured responses and four open-ended items.

OPEN-ENDED ITEM RESPONSES

MOST IMPORTANT IDEAS

Participants found a variety of "most important" ideas in the leadership training. Forty-three percent cited ideas about making schools safer and keeping children safe as most important; another five percent extended the safety concept to making administrators safe as well. Nineteen percent said that the most important ideas centered on cooperation and teamwork, including working with school administrators. Some of these expressed the wish that administrators would receive the same training by Garrison and Associates. Other ideas seen as most important included risk management (6%), checklists and safety planning (5%), and safety leadership (3%). One respondent said that the most important idea was about how to treat kids and give them hope to succeed in life. Another said that "all the safety is nice, but in actuality police officers can't change anything."

MORE INFORMATION

Fifty-two percent of the participants did not list any area in which they would like more information. Fourteen percent wanted more information about specific policing issues: Officer safety, the new ID. and/or drivers license, walk-about, risk management, emergency preparedness, crowd control as it relates to the campus environment, who must report child abuse, problems with site-based management and how it can be used in police work. Ten percent wanted more information about policing schools, and 6% about working more effectively with administrators; another 3% wished administrators could take the Garrison course. Five percent wanted information about planning and programs, including Safe School planning, grant proposals, after school programs, Behavior Intervention Centers and Behavior Adjustment Classes. Five percent wanted general information about new ideas, and another five percent found all of the course informative. Three percent wanted information about dealing with, and profiling, juveniles.

POLICE OFFICERS CAN...

The ways most often mentioned for police officers to improve the safety of students focused on relationships: to be more involved with the school community, to have an open door policy, to listen to students. Twenty-seven percent of the officers made these comments. Nineteen percent of the officers talked about being more alert, patrolling more often, and/or being more visible. Eight percent said that training would make them more effective; another eight percent aid that just by doing their jobs they are making schools safer. Six percent made negative references to site-based management here; one other wanted "input" into site-based management. Three percent said they should be peace keepers and improve the campus environment; another three percent referred to helping with children. One suggested identification cards for students that could be read automatically. Thirty percent made no suggestion here.

Appendix C: Police Training (continued)

THE DISTRICT CAN...

Thirty percent of the officers saw financial support as the way the district can help schools provide a safe environment. This was most often by paying officers more (21%), followed by providing equipment and material support (6%) and general financial support (3%). Eighteen percent saw training, and specifically the Garrison training, as the best contribution from the district: Ten percent suggested implementing the Garrison ideas or providing the Garrison training for administrators and /or all staff, while another 8% also suggested further training, for district employees and for officers. Eleven percent said the district can best enhance safety by listening to their police officers. Six percent suggested increasing the police force; one of these suggested specialized departments, such as sexual assault. Five percent suggested the district promote cooperation among parents, administrators, and police. Three percent suggested listening to students or having better relationships with students, and another 3% suggested improving risk management. Several suggestions were made by one officer apiece: identification cards for kids, more lighting on premises, taking site-based management "off the officer," permanent removal of career juvenile criminals, better awareness of problems officers have in dealing with administrators, and more awareness in general.

RESPONSES TO STRUCTURED QUESTIONS

1. The speaker was knowledgeable and well prepared.

Ninety-seven percent of the respondents gave a positive response, with 78% rating the speaker "Definitely" knowledgeable and well prepared: the highest rating, and 19% rating him "somewhat" knowledgeable and well prepared. Three percent rated him "very little" knowledgeable and well prepared.

2. This workshop provided new information that will help us enhance the safety of our schools.

Eighty-nine percent of the respondents gave a positive response, with 62% saying "Yes, definitely" and 27% saying "Yes, somewhat." Eight percent said "very little" and three percent "not at all."

3. The material covered in the workshop was well suited to our needs.

Eighty-one percent of the respondents gave a positive response, with 44% saying "Yes, definitely" and 37% saying "Yes, somewhat." Sixteen percent responded "very little" and 3% "not at all."

4. I would recommend this workshop to other officers.

Eighty-one percent of the respondents gave a positive response, with 46% saying "Yes, definitely" and 35% saying "Yes, somewhat." Eleven percent responded "very little" and 6% "not at all."

HISD Police Training, June 13, 1995
Evaluation Summary

Eighty participants registered for the HISD Police Training conducted by Ron Garrison of Garrison & Associates on June 13, 1995. This was the second day of a three-day training conducted by Mr. Garrison for HISD police personnel and Safe Schools coordinators and coordinators as a part of the Houston Independent School District Safe Schools Initiative. The first two days were geared to police officers and Safe Schools Coordinator/Counselors, while the third day was a leadership training for police supervisors and other police leadership persons. The second day of police training was evaluated by 70 of the participants: 67 police officers, two police supervisors, and one participant who did not indicate his/her position. The evaluation questionnaire consisted of four structured responses and four open-ended items.

OPEN-ENDED ITEM RESPONSES

MOST IMPORTANT IDEAS

Relationships, cooperation between officers and school personnel, and public relations were seen as the most important idea of the day by the largest number of participants: 31%. Twenty-four percent of the participants responding saw profiling and predicting criminality in juveniles as the most important idea of the training. Ten percent saw the most important idea as SCOPE: School Campus-Oriented Policing and Education Six percent saw the most important idea as the use-of-force policy in an educational setting; another 6% as how to approach and interview juveniles. Another 6% saw safety and order in the schools as the most important idea. Four percent saw sitting in on an IEP hearing as the most important idea. Another 4% saw officer liability as the most important idea of the day. Several ideas were named as most important, each by 3% of the officers: listening to students, putting the children first, and providing this inservice for administrators. One officer saw as the most important idea that "the protection of rights in some jurisdictions is as equal to the control of crime."

MORE INFORMATION

The largest numbers of officers wanted more information about school policing (10%), dealing with juveniles (9%), and the use of force in a school setting (9%). Other requests for more information were about predicting and profiling, relating to the community, and relating to administrators (7% each). Six percent requested more information about SCOPE. Two officers wanted more information about Safe School planning, and two others about HISD police policies. Several topics were requested by one respondent apiece: Penal code; trained reactions, mental alertness, concentration and self control; collection of forensic evidence; cognitive technique; sensitivity seminars; gangs; the entire seminar. Thirty-one percent of the participants did not list any area in which they would like more information.

POLICE OFFICERS CAN...

Seventy-one percent saw improved relationships as the best way for police officers to improve the safety of students: 40% focused on getting to know students and other people at the school, and 31% on working with the community. Other ideas were to anticipate situations before they happen (13%), to be more visible and to get more training (6% each), better teamwork (4%), better awareness of safety checklist problems on his/her campus (4%), implementation of SCOPE/risk management plans (4%), and better recognition of students who are good citizens (3%). Several suggestions were made by one officer apiece: Profile violent offenders; identify gang members, help students who want to be helped and are asking for help subconsciously, write citations (school zone) for speeding etc., be taken off site base management, have more information about violent offenders in our schools (records). Seven percent said "just (let us) do our job." Only 10% made no suggestion here.

Appendix C: Police Training (continued)

June 13, 1995 **Page 2**

THE DISTRICT CAN...

Asked what the district can do to improve safety in the schools, the officers most often suggested meetings, workshops and training, including meetings with community members (40%). Ten percent suggested hiring more officers, and another 10% urged standing behind the officers and letting them do their job. Nine percent recommended visiting and getting involved directly with campuses. Four percent suggested listening to and interacting with students. Three percent suggested paying school police more money, and another 3% suggested safety surveys of individual campuses. Several ideas were suggested by only one officer apiece: Legislative effort for businesses in school areas to control alcohol sales by not selling until 12:00 noon Sunday; Re-institute a no-loitering law at establishments directly across the street from schools; work with the TDC in a joint effort, with all campus police working one week for TDC; student ID's; the district could eliminate the number of entrances into school campuses and start identifying everyone who comes on campus; give the police officers more room to work, like an office to do reports, interview offenders, handle paperwork; check in counter at the front of the school; have judges to remove career criminals (violent individuals) from the educational environment; help profile violent offenders.

RESPONSES TO STRUCTURED QUESTIONS

1. **The speaker was knowledgeable and well prepared.**

Ninety-eight percent of the respondents gave a positive response, with 89% rating the speaker "Definitely" knowledgeable and well prepared, the highest rating, while 9 percent found him "somewhat" knowledgeable and well prepared. Three percent rated him "very little" knowledgeable and well prepared.

2. **This workshop provided new information that will help us enhance the safety of our schools.**

Ninety-eight-percent of the respondents gave a positive response, with 89% saying "Yes, definitely" and 9% saying "Yes, somewhat." One percent said "very little" and one percent "not at all."

3. **The material covered in the workshop was well suited to our needs.**

Eighty-four percent of the respondents gave a positive response, with 51% saying "Yes, definitely" and 33% saying "Yes, somewhat." Thirteen percent responded "very little" and 3% "not at all."

4. **I would recommend this workshop to other officers.**

Eighty-eight percent of the respondents gave a positive response, with 59% saying "Yes, definitely" and 29% saying "Yes, somewhat." Nine percent responded "very little and 4% "not at all."

Appendix C: Police Training (continued)

Houston Independent School District
Safe Schools Initiative
Police Leadership Training, June 14, 1995
Evaluation Summary

Thirteen participants registered for the Leadership Training conducted by Ron Garrison of Garrison & Associates on June 14, 1995. This was the third day of a three-day training conducted by Mr. Garrison for HISD police personnel and Safe Schools coordinators and coordinators as a part of the Houston Independent School District Safe Schools Initiative. The first two days had been geared to police officers and Safe Schools Coordinator/Counselors, while the third day was a leadership training for police supervisors and other police leadership persons. The Leadership Training was evaluated by eleven of the participants: ten police supervisors and one investigator. The evaluation questionnaire consisted of four structured responses and four open-ended items.

OPEN-ENDED ITEM RESPONSES

MOST IMPORTANT IDEAS

Participants found a variety of "most important" ideas in the leadership training. Three of the participants found ideas about leadership and management to be most important. Two participants saw relationships and working as a team as the most important ideas. Other ideas seen as "most important" were the non-traditional nature of a school police department; the change in orientation from enforcement first to prevention first, the importance of considering different methods of handling district problems, the primacy of the students, campus design considerations, and safe schools.

MORE INFORMATION

Two participants wanted more information about leaders and management, while two others asked for information about safe schools and the safe school checklist. Others expressed a need for more information about district and departmental goals, federal planning and programs, how these methods are working in other departments, tactics for dealing with administrators, and ways to better serve the students and teachers while performing duties. Two participants did not list any area in which they would like more information.

TO PROVIDE BETTER LEADERSHIP FOR SAFETY, I CAN....

Three participants saw continuing education and inservice training as the key to providing better leadership for safety. Two others saw effective leadership possibilities in working closer with police officers and school administrators. Two felt that practicing the skills learned in this meeting would enable them to provide better leadership for safety. Other ideas here were to spend more time with officers planning safety plans for the various schools; to listen more; and to make sure officers are aware of appropriate techniques for dealing with principals when an offense has occurred.

THE DISTRICT CAN...

The most frequent suggestions for the district related to the Ron Garrison workshop itself: four participants suggested the district put on more workshops like this or make the workshop available for more personnel. Two participants suggested the district increase the police presence in the schools. Other suggestions were to look at the structure of the way the schools are being built; to seek better working relations with the administration;to get rid of site base management; and to use input from the students, staff, police officers, and community.

Appendix C: Police Training (continued)

June 14, 1995 Page 2

RESPONSES TO STRUCTURED QUESTIONS

1. The speaker was knowledgeable and well prepared.

All of the respondents gave a positive response, with 100% rating the speaker "Definitely" knowledgeable and well prepared: the highest rating.

2. This workshop provided new information that will help us enhance the safety of our schools.

All of the respondents gave a positive response, with ten saying "Yes, definitely" and one saying "Yes, somewhat."

3. The material covered in the workshop was well suited to our needs.

All of the respondents gave a positive response, with nine saying "Yes, definitely" and two saying "Yes, somewhat."

4. I would recommend this workshop to other districts.

All of the respondents gave a positive response, with nine saying "Yes, definitely" and two saying "Yes, somewhat."

Appendix D: Uniform Crime Reports for HISD and the North District in 1994–95 and 1995–96

CAMPUS BASED HISD POLICE UCR REPORT BY SCHOOL
SUMMARY OF DISTRICT TOTALS
ACADEMIC YEAR 1994-95 THROUGH JULY 31, 1995

	Part I - UCR							Part II - UCR																	Total			
Management District	Aggravated Assault	Arson	Burglary	Criminal Homicide	Larceny Theft	Motor Vehicle Theft	Robbery	All other less serious offenses	Curfew & Loitering	Disorderly Conduct	Driving Under the Influence	Drug Abuse	Drunkeness	Forgery & Counterfeiting	Gambling	Liquor Laws	Offence against Fam.& Child	Other Simple Assaults	Runaways	Sex Offenses	Stolen Property	Suspicion	Vandalism	Weapons Carrying	Total Part I	TOtal Part II	Total Incidents	Incidents leading to arrest
Central District	1	2	16		12	4		20	1	13		6	1			1	1	48		2	1		17	3	35	115	150	90
East District	3	11	22	1	28	11	2	21		32		48	1				1	154		5		1	28	25	78	314	392	272
North District	2	13	40		22	7	5	41		30		42	5					95	2	2			49	2	89	268	357	213
North Central District	5	9	38		38	4	2	32	6	48		35	2			1		173		2			45	29	94	371	485	299
Northeast District	2	7	42		24	11	5	31	2	15		24	1	2		2	1	102		5			29	19	91	233	324	189
Northwest District	1	2	9		14	3		19	2	16		29	3					51		1			16	5	29	142	171	107
South District	3	13	55		16	2	4	38	1	14		38	5				2	135	1	7	1		37	13	93	292	385	244
South Central District	5	7	55		23	9	5	42	3	24		20	4		1		1	131	2	3			44	11	104	288	390	212
Southeast District		15	9		25	2		18	1	21		20	5					95		4			22	5	51	191	242	138
Southwest District	7	6	28		28	3	1	36	3	15		24	4		1		2	122	1	4			31	17	71	260	331	202
West District	2	1	8		37	3	1	44	2	40		32	3	1	1		2	82	2	5			28	7	52	249	301	212
Alternative District	1	2	11		28	3	1	25	2	11		14			1			76		5	1		10	5	46	150	196	122
Charter District		1	5		2			2		2		4						8	1				3	1	8	21	29	16
District Total	32	89	338	1	293	62	26	369	23	279	0	338	34	3	4	4	10	1,273	9	45	3	1	357	142	841	2,892	3,733	2,315

This report reflects the number and type of security related actions with UCR Codes that occurred for the time specified. The report does not indicate if allegations or charges were substantiated or sustained.

Department of Research and Evaluation

CAMPUS BASED HISD POLICE UCR REPORT BY SCHOOL
SUMMARY OF DISTRICT TOTALS
ACADEMIC YEAR 1995-96 THROUGH JULY 31, 1996

	Part I - UCR							Part II - UCR																	Total			
Management District	Aggravated Assault	Arson	Burglary	Criminal Homicide	Larceny Theft	Motor Vehicle Theft	Robbery	All other less serious offenses	Curfew & Loitering	Disorderly Conduct	Driving Under the Influence	Drug Abuse	Drunkeness	Forgery & Counterfeiting	Gambling	Liquor Laws	Offence against Fam.& Child	Other Simple Assaults	Runaways	Sex Offenses	Stolen Property	Suspicion	Vandalism	Weapons Carrying	Total Part I	TOtal Part II	Total Incidents	Incidents leading to arrest
Central District		4	4		22	11		19	6	16		22	1				1	30		1			15	5	41	116	157	68
East District	2	5	21		22	11	1	34	4	25		25	2				1	103		4			55	15	62	268	330	201
North District	7	2	23		26	6	4	37	1	16		46	9				2	84	1	4			34	9	68	243	311	206
North Central District	1	4	27		36	10		32	2	28		38	3		1		2	124		5			58	6	78	299	377	202
Northeast District	5	3	44		22	12	5	24	3	36		13	3		3		2	138		9			37	14	91	282	373	209
Northwest District	2	4	10		22	3	1	23	6	23		23	3		1		3	77	1	6			18	5	42	189	231	148
South District	6	8	63		26	9	5	44	5	99	1	39	10		2	1	1	160		9			53	16	117	440	557	360
South Central District	6	9	53		38	9	12	75	11	55		24	3		2		5	130		6			60	12	127	383	510	293
Southeast District		5	17		17	11	1	35	4	32		38		1			1	96		3			51	6	51	267	318	156
Southwest District	2	6	26		57	7	2	72	12	24		30	3				3	178	1	7			39	13	100	382	482	301
West District	4	1	19		28	5	5	84	4	74		39	4	1			1	104	6	7			39	5	62	368	430	239
Alternative District	1	3	2		16	4	2	21	3	39		29	12		1		2	81		2			11	6	28	207	235	156
Charter District			3					4		2		2			1			11					1	3	3	24	27	16
District Total	36	54	312		332	98	38	504	61	469	1	368	53	2	11	1	24	1,316	9	63			471	115	870	3,468	4,338	2,555

This report reflects the number and type of security related actions with UCR Codes that occurred for the time specified. The report does not indicate if allegations or charges were substantiated or sustained.

Department of Research and Evaluation

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Appendix D: Uniform Crime Reports for HISD and the North District in 1994–95 and 1995–96 (continued)

Appendix E: 1994–95 and 1995–96 Disciplinary Actions

Table E.1: Disciplinary Actions: 1994–95

Racial/Ethnic Background	Enrollment	In-School Suspensions				Out-of-School Suspensions			
		1–6 Days	7 Days or More	Total Number of Actions	Unduplicated Number of Students	1–3 Days	4–10 Days	Total Number of Actions	Unduplicated Number of Students
Black	1,957	253	40	293	175	556	1	557	253
Hispanic	14,212	1,467	226	1,693	933	2,802	3	2,805	1,200
Other	2,134	175	41	216	112	385	1	386	173
Total	18,303	1,895	307	2,202	1,220	3,743	5	3,748	1,626

Table E.2: Disciplinary Actions: 1994–95 (continued)

Racial/Ethnic Background	Corporal Punishment		Expulsions		Referrals to HPD		Total		
	Total Number of Actions	Unduplicated Number of Students	Total Number of Actions	Unduplicated Number of Students	Total Number of Actions	Unduplicated Number of Students	Total Number of Actions	Unduplicated Number of Students	Percent of Students
Black	1	1	13	12	19	18	883	325	17
Hispanic	2	2	59	53	103	98	4,662	1,591	11
Other	0	0	4	4	16	13	622	223	10
Total	3	3	76	69	138	129	6,167	2,139	12

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Appendix E: 1994–95 and 1995–96 Disciplinary Actions (continued)

Table E.3: Disciplinary Actions: 1995–96

Racial/Ethnic Background	Enrollment	In-School Suspensions				Out-of-School Suspensions	
		Short-term	Long-term	Total Number of Actions	Unduplicated Number of Students	Total Number of Actions	Unduplicated Number of Students
Black	1,609	250	0	250	144	528	276
Hispanic	12,975	1,557	0	1,557	649	2,646	1,307
Other	1,685	180	0	180	80	296	147
Total	16,269	1,987	0	1,987	873	3,470	1,730

Table E.4: Disciplinary Actions: 1995–96 (continued)

Racial/Ethnic Background	Corporal Punishment		Expulsions		Referrals to HPD		Total
	Total Number of Actions	Unduplicated Number of Students	Total Number of Actions	Unduplicated Number of Students	Total Number of Actions	Unduplicated Number of Students	Total Number of Actions
Black	0	0	6	3	0	0	784
Hispanic	0	0	78	44	0	0	4,281
Other	0	0	5	2	0	0	481
Total	0	0	89	49	0	0	5,546

Appendix F: Elementary School Student Survey Results for 1995 and 1996

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
1. North Management District			
2. Grade level			
4th Grade	50	54	4
5th Grade	50	46	-4
Total Responding	2,170	2,180	10
3. Age			
8 or younger	0	0	0
9	7	10	3
10	37	38	1
11	39	40	1
12	15	10	-5
13 or older	1	1	0
Total Responding	2,146	2,138	-8
4. Gender			
Boy	48	48	0
Girl	52	52	0
Total Responding	2,166	2,155	-11
5. Ethnicity			
African American	8	9	1
Hispanic	78	76	-2
White	9	7	-2
Asian	1	1	0
Native American	1	2	1
Other or Don't Know	3	4	1
Total Responding	2,152	2,147	-5
6. During the past 30 days (past month), how many times were you injured in a fight and had to go to a coc tor or nurse?			
0 times	85	85	0
1 time	7	7	0
2 or 3 times	4	5	1
4 or 5 times	2	1	-1
6 or more times	2	2	0
Total Responding	2,164	2,154	-10
7. During the past 30 days (past month) how many times were you in a physical fight (fist fighting, pulling hair, bitin, etc.) at school?			
0 times	73	74	1
1 time	13	13	0
2 or 3 times	8	8	0
4 or 5 times	2	3	1
6 or 7 times	1	1	0
8 or more times	2	2	0
Total Responding	2,163	2,143	-20
8. During the last 7 days, I teased students to make them angry.			
0 times	52	52	0
1 time	16	18	2
2 times	9	10	1
3 times	8	7	-1
4 times	4	3	-1
5 times	2	2	0
6 or more times	9	8	-1
Total Responding	2,173	2,161	-12
9. During the last 7 days, I got angry very easily with someone.			
0 times	34	34	0
1 time	27	26	-1
2 times	13	13	0
3 times	8	9	1
4 times	5	5	0
5 times	2	2	0
6 or more times	10	10	0
Total Responding	2,171	2,159	-12
10. During the last 7 days, I hit back when someone hit me first.			
0 times	36	41	5
1 time	24	21	-3
2 times	12	10	-2
3 times	7	8	1
4 times	5	5	0
5 times	3	3	0
6 or more times	14	12	-2
Total Responding	2,171	2,157	-14

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Appendix F: Elementary School Student Survey Results for 1995 and 1996 (continued)

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
11. During the past 7 days, I said things about other kids (made fun of them) to make other students laugh.			
0 times	50	55	5
1 time	18	16	-2
2 times	9	9	0
3 times	6	6	0
4 times	4	3	-1
5 times	3	3	0
6 or more times	11	10	-1
Total Responding	2,154	2,150	-4
12. During the last 7 days, I told other students to fight.			
0 times	80	80	0
1 time	8	8	0
2 times	4	5	1
3 times	3	3	0
4 times	2	1	-1
5 times	1	1	0
6 or more times	2	3	1
Total Responding	2,170	2,159	-11
13. During the last 7 days, I pushed or shoved other students.			
0 times	51	56	5
1 time	22	18	-4
2 times	8	10	2
3 times	6	5	-1
4 times	4	4	0
5 times	2	2	0
6 or more times	7	6	-1
Total Responding	2,168	2,159	-9
14. During the last 7 days, I was angry most of the day			
0 times	54	56	2
1 time	24	23	-1
2 times	9	8	-1
3 times	5	4	-1
4 times	2	3	1
5 times	2	1	-1
6 or more times	5	5	0
Total Responding	2,169	2,154	-15
15. During the last 7 days, I hit, bit, kicked, pulled someone's hair, or hurt someone because I was angry.			
0 times	80	79	-1
1 time	8	9	1
2 times	4	4	0
3 times	2	3	1
4 times	1	1	0
5 times	1	1	0
6 or more times	4	3	-1
Total Responding	2,163	2,147	-16
16. During the past 7 days, I slapped or kicked someone.			
0 times	66	67	1
1 time	17	17	0
2 times	6	6	0
3 times	3	4	1
4 times	2	2	0
5 times	1	1	0
6 or more times	4	4	0
Total Responding	2,169	2,163	-6
17. During the last 7 days, I called other students bad names.			
0 times	46	49	3
1 time	20	18	-2
2 times	10	10	0
3 times	7	6	-1
4 times	4	4	0
5 times	2	2	0
6 or more times	11	12	1
Total Responding	2,168	2,158	-10
18. During the last 7 days, I told someone that IU was going to hurt or to hit him/her.			
0 times	64	66	2
1 time	15	13	-2
2 times	7	6	-1
3 times	4	4	0
4 times	2	2	0
5 times	2	2	0
6 or more times	6	6	0
Total Responding	2,173	2,161	-12

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Appendix F: Elementary School Student Survey Results for 1995 and 1996 (continued)

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
19. During the last 7 days, a student teased me to make me angry			
0 times	35	35	0
1 time	22	22	0
2 times	14	12	-2
3 times	8	9	1
4 times	5	5	0
5 times	3	3	0
6 or more times	12	14	2
Total Responding	2,146	2,142	-4
20. During the last 7 days, a student said things about me to make other students laugh (made fun of me).			
0 times	37	39	2
1 time	23	21	-2
2 times	13	11	-2
3 times	8	8	0
4 times	5	5	0
5 times	3	3	0
6 or more times	12	13	1
Total Responding	2,167	2,157	-10
21. During the last 7 days, other students told me to fight.			
0 times	62	63	1
1 time	15	14	-1
2 times	8	7	-1
3 times	5	5	0
4 times	3	3	0
5 times	2	1	-1
6 or more times	6	6	0
Total Responding	2,170	2,155	-15
22. During the last 7 days, a student pushed or shoved me.			
0 times	45	48	3
1 time	23	22	-1
2 times	12	11	-1
3 times	8	6	-2
4 times	3	3	0
5 times	2	2	0
6 or more times	8	7	-1
Total Responding	2,164	2,159	-5

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
23. During the last 7 days, a student asked me to fight.			
0 times	70	69	-1
1 time	12	13	1
2 times	6	6	0
3 times	4	4	0
4 times	2	1	-1
5 times	1	1	0
6 or more times	4	5	1
Total Responding	2,163	2,153	-10
24. During the last 7 days, a student slapped or kicked me.			
0 times	67	69	2
1 time	15	15	0
2 times	7	5	-2
3 times	4	4	0
4 times	2	2	0
5 times	1	1	0
6 or more times	4	4	0
Total Responding	2,168	2,160	-8
25. During the last 7 days, a student beat me up.			
0 times	89	87	-2
1 time	6	7	1
2 times	2	2	0
3 times	1	1	0
4 times	1	1	0
5 times	0	0	0
6 or more times	1	1	0
Total Responding	2,170	2,159	-11
26. During the last 7 days, a student called me (or my family) bad names.			
0 times	44	48	4
1 time	20	19	-1
2 times	9	9	0
3 times	8	7	-1
4 times	4	3	-1
5 times	2	2	0
6 or more times	12	11	-1
Total Responding	2,171	2,159	-12

Appendix F: Elementary School Student Survey Results for 1995 and 1996 (continued)

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
27. During the last 7 days, a student said to me that he/she was going to hurt or to hit me.			
0 times	66	67	1
1 time	15	16	1
2 times	7	7	0
3 times	4	4	0
4 times	2	1	-1
5 times	1	1	0
6 or more times	5	5	0
Total Responding	2,163	2,154	-9
28. During the last 7 days, a student tried to hurt my feelings.			
0 times	49	49	0
1 time	21	21	0
2 times	10	9	-1
3 times	5	5	0
4 times	3	4	1
5 times	2	1	-1
6 or more times	10	10	0
Total Responding	2,167	2,162	-5
29. Would you like to join a gang?			
No, I don't want to hoin a gang.	93	93	0
I am in a gang.	2	2	0
I am in a gang, but would like to get out of it.	1	1	0
Yes, I would like to join a gang.	4	3	-1
Total Responding	2,169	2160	-9
30. Have you ever worn a gang color, clothing, or hair cut on purpose?			
No	79	80	1
Yes	21	20	-1
Total Responding	2,173	2,158	-15
31. During the past 30 days (past month), how many times have you seen someone carrying a knife or razor in your school.			
0 times	78	78	0
1 time	13	14	1
2 or 3 times	5	5	0
4 or 5 times	2	1	-1
6 or more times	2	2	0
Total Responding	2,172	2,154	-18
32. During thje past 30 days (past month), how many times have you seen someone carrying a gun in your school?			
0 times	92	93	1
1 time	6	5	-1
2 or 3 times	1	1	0
4 or 5 times	1	1	0
6 or more times	1	1	0
Total Responding	2,158	2,154	-4
33. Imagine that you're in line for a drink or water. Someone your age comes along and pushes you out of line. What would you probably do if this happened to you?			
Say something nasty to him.	17	14	-3
Ask him why he pushed you.	54	54	0
Nothing, just walk away.	26	26	0
Tell him it's your place in line.	31	28	-3
Push him out of line.	40	35	-5
Total Responding	2,177	2,165	-12
34. You're walking to the store. Someone your age walks up to you and calls you a name. What would you probablu do if this happened to you?			
Call a name back.	36	32	-4
Ask what's going on.	26	29	3
Walk away.	40	41	1
Say cut it out.	28	27	-1
Hit. back.	20	18	-2
Total Responding	2,177	2,165	-12
35. You see your friend fighting with another boy his age. What would you probably do if this happened to you?			
Cheer for your friend to win.	15	14	-1
Find out why your friend and the other kid are fighting	40	37	-3
Go away and let your friend and the other kid fight it out.	13	10	-3
Try to get both of them to calm down and stop fighting.	62	61	-1
Join your friend fighting against the other kid.	22	21	-1
Total Responding	2,177	2,165	-12

Appendix F: Elementary School Student Survey Results for 1995 and 1996 (continued)

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
36. Have you ever drunk more than a sip of beer, wine, wine cooler or other alcoholic drink?			
Never	55	58	3
Once	18	19	1
2 times	9	8	-1
3 or 4 times	7	6	-1
5 or more times	10	8	-2
Total Responding	2,145	2,143	-2
37. Have you ever smoked more than a puff of a cigarette?			
Never	78	79	1
Once	10	10	0
2 times	4	4	0
3 or 4 times	3	3	0
5 or more times	5	4	-1
Total Responding	2,170	2,151	-19
38. Have you ever smoked marijuana?			
Never	94	95	1
Once	3	3	0
2 times	1	1	0
3 or 4 times	0	1	1
5 or more times	2	1	-1
Total Responding	2,165	2,150	-15
39. Which of the following is a good way to calm down?			
breathing slowly	55	54	-1
screaming	11	9	-2
going to a quiet place	43	44	1
asying to yourself, "That really makes me mad!	11	9	-2
counting backwards	14	11	-3
eating	9	8	-1
talking to yourself	22	21	-1
pretending that you aren't mad	17	19	2
hittint the person you are mad with	12	11	-1
crying	15	12	-3
Total Responding	2,177	2,165	-12
40. Are you afraid that someone will attack or hurt you in the school building			
Never	51	57	6
Almost never	13	12	-1
Sometimes	29	24	-5
Most of the time	3	3	0
All of the time	4	4	0
Total Responding	2,151	2,140	-11

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
41. During the past 30 days (past month), how many times has someone said in the school building that he/she was going to hurt you?			
0 times	64	67	3
1 time	19	18	-1
2 or 3 times	9	9	0
4 or 5 times	2	2	0
6 or more times	5	4	-1
Total Responding	2,170	2,151	-19
42. Where are you most afraid in the school building?			
I am not afraid in the school	64	66	2
Stairs	2	2	0
Restrooms	20	21	1
Halls	6	5	-1
Cafeteria	2	1	-1
Gym	2	1	-1
Bus loading area	2	1	-1
Total Responding	2,144	2,126	-18
43. Have your parents/guardians told you, "If someone hits you, hit them back"?			
Yes	49	48	-1
No	51	52	1
Total Responding	2,160	2,152	-8
44. Have your parents/guardians told you "If someone calls you names, hit them back"?			
Yes	12	13	1
No	88	87	-1
Total Responding	2,163	2,153	-10
45. Have your parents/guardians told you "If someone calls you names, call them names back"?			
Yes	22	23	1
No	78	77	-1
Total Responding	2,162	2,151	-11
46. Have your parents/guardians told you "If someone calls you names, ignore them"?			
Yes	79	75	-4
No	21	25	4
Total Responding	2,143	2,138	-5

Appendix F: Elementary School Student Survey Results for 1995 and 1996 (continued)

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
47. Have your parents/guardians told you "If someone asks you to fight, hit them first"?			
Yes	11	11	0
No	89	89	0
Total Responding	2,147	2,152	5
48. Have your parents/guardians told you "If someone asks you to fight, you should try to talk you way out of a fight"?			
Yes	70	67	-3
No	30	33	3
Total Responding	2,161	2,145	-16
49. Have your parents/guardians told you "You should think the problem through, calm yourself, and then talk the problem out with your friend"?			
Yes	74	71	-3
No	26	29	3
Total Responding	2,157	2,147	-10
50. Have your parents/guardians told you "If another student asks you to fight, you should tell a teacher or someone older"?			
Yes	79	79	0
No	21	21	0
Total Responding	2,142	2,135	-7
51. Have your parents/guardians told you "If you can't solve a problem by talking, it is best to solve it through fighting"?			
Yes	21	20	-1
No	79	80	1
Total Responding	2,146	2,143	-3
52. Have your parents/guardians tol you "No mattert what, fighting is not good, there are other ways to solve problems"?			
Yes	84	79	-5
No	16	21	5
Total Responding	2,146	2,143	-3

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
53. If you fight a lot, everyone will look up to you.			
True	30	27	-3
False	70	73	3
Total Responding	2,102	2,146	44
54. If you back down from a fight, everyone will think you're a coward.			
True	63	57	-6
False	37	43	6
Total Responding	2,149	2,138	-11
55. It is usually OK to push or shove other people around if you're mad.			
True	13	12	-1
False	87	88	1
Total Responding	2,152	2,146	-6
56. It is OK to insult other people.			
True	9	9	0
False	91	91	0
Total Responding	2,141	2,140	-1
57. It is OK to take it out on others by saying mean things when you're mad,			
True	11	11	0
False	89	89	11
Total Responding	2,154	2,146	-8
58. It is generally OK to get into physical fights with others			
True	13	13	0
False	87	87	0
Total Responding	2,147	2,141	-6
59. If I have a problem at school, I have someone at school to talk about it.			
True	84	84	0
False	16	16	0
Total Responding	2,148	2,146	-2
60. To be popular, you have to like violence.			
True	15	13	-2
False	85	87	2
Total Responding	2,142	2,139	-3

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Appendix F: Elementary School Student Survey Results for 1995 and 1996 (continued)

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
61. Anyone who's not a good fighter is really just a sissy.			
True	20	19	-1
False	80	81	1
Total Responding	2,150	2,141	-9
62. Talking it out is a good way to solve it when two people are mad at each other.			
True	81	76	-5
False	19	24	5
Total Responding	2,143	2,138	-5
63. It's important to show everyone how tough you are by being a good fighter.			
True	19	20	1
False	81	80	-1
Total Responding	2,144	2,136	-8
64. If you're afrtaid to fight you won't have any friends.			
Yes	18	17	-1
No	82	83	1
Total Responding	2,137	2,134	-3
65. I have seen somebody arrested.			
Yes	72	72	0
No	28	28	0
Total Responding	2,080	2,138	58
66. I have seen drug deals.			
Yes	40	37	-3
No	60	63	3
Total Responding	2,131	2,137	6
67. I have seen someone being beaten up.			
Yes	66	63	-3
No	34	37	3
Total Responding	2,127	2,138	11
68. My house has been broken into.			
Yes	22	20	-2
No	78	80	2
Total Responding	2,125	2,134	9
69. I have seen somebody hurting another person witn a knife on purpose.			
Yes	22	19	-3
No	78	81	3
Total Responding	2,127	2,134	7

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
70. I have seen somebody shot.			
Yes	30	25	-5
No	70	75	5
Total Responding	2,130	2,130	0
71. I have seen a gun in my home.			
Yes	43	39	-4
No	57	61	4
Total Responding	2,123	2,132	9
72. I have seen gangs in my neighborhood.			
Yes	54	50	-4
No	46	50	4
Total Responding	2,125	2,132	7
73. I have seen somebody pull a gun on another person.			
Yes	28	22	-6
No	72	78	6
Total Responding	2,120	2,132	12
74. Were you trained as a peer mediator?			
Yes		30	30
No		70	70
Total Responding		2,092	2,092
75. Did you participate in a peer mediation			
Yes, I was a peer mediator.		15	15
Yes, I was a student with a problem.		16	16
No		69	69
Total Responding		2,108	2,108
76. Did you participate in an after-school or Saturday program?			
Yes, once or twice		32	32
Yes, regularly		30	30
No		38	38
Total Responding		2,079	2,079
77. In which after-school or Saturday programs did you participate?			
Studying, tutoring, or homework		34	34
Soccer, cheerleading, or other sports		27	27
Art, or arts and crafts		10	10
Chess or other games		6	6
Music, gardening or other		13	13
None, did not participate		25	25
Total Responding		2,165	2,165

Appendix F: Elementary School Student Survey Results for 1995 and 1996 (continued)

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
78. What kinds of grades do you usually get in school?			
Mostly As and Bs (90s and 80s)		55	55
Mostly Bs and Cs (80s and 70s)		33	33
Mostly Cs and Ds (70s and 60s)		8	8
Mostly Ds and Fs (60s and lower)		3	3
Total Responding		2,075	2,075
79. How well do you get along with the parent or guardian that you live with all or nmost of the time?			
Very well		59	59
Well		20	20
Just OK		14	14
Not very well		6	6
Do not get along well at all		2	2
Total Responding		2,111	2,111
80. Have you taken part in a Student Assistance Program group?			
Yes		19	19
No		81	81
Total Responding		2,068	2,068

SAFE SCHOOLS ELEMENTARY SCHOOL SURVEY	Spring 1995 % Yes	Spring 1996 % Yes	Percent Point Change
81. Did you receive information in school about how to avoid gangs?			
Yes		73	73
No		27	27
Total Responding		2,056	2,056
82. Did your teachers teach you any lessons about how to solve problems without fighting?			
Yes, once		25	25
Yes, two or three times		18	18
Yes, four or more times		41	41
No		16	16
Total Responding		2,089	2,089
83. If you attended this school last year, do you feel safer this year than you did last year?			
Yes, I feel safer		47	47
No, I feel about the same		34	34
No, I feel less safe this year		6	6
I was not here last year		13	13
Total Responding		2,080	2,080

Appendix G: Middle School Student Survey Results for 1995 and 1996

Houston Independent School District

Safe Schools Initiative

Student Survey Responses

	1995	1996
1. What grade are you in?		
6th Grade	33 %	35 %
7th Grade	37 %	28 %
8th Grade	30 %	37 %
Total Responding	2676	2472
2. How old are you?		
10	0 %	0 %
11	5 %	8 %
12	23 %	22 %
13	32 %	30 %
14	26 %	28 %
15	12 %	10 %
16	3 %	2 %
17	0 %	0 %
18 or more	0 %	0 %
Total Responding	2668	2468
3. Are you a boy or a girl?		
Boy	51 %	50 %
Girl	50 %	49 %
Total Responding	2666	2469
4. How would you describe the race/ethnic group of your mother?		
African American (not Hispanic)	8 %	8 %
White (not Hispanic)	9 %	9 %
Hispanic	80 %	79 %
Asian	1 %	1 %
Native American	1 %	1 %
Other	2 %	2 %
Total Responding	2652	2463
5. How would you describe the race/ethnic group of your father?		
African American (not Hispanic)	8 %	8 %
White (not Hispanic)	9 %	8 %
Hispanic	79 %	79 %
Asian	1 %	1 %
Native American	1 %	1 %
Other	2 %	3 %
Total Responding	2650	2455

	1995	1996
8. What kinds of grades do you usually get in school?		
Mostly As and Bs (90s and 80s)	36 %	41 %
Mostly Bs and Cs (80s and 70s)	47 %	45 %
Mostly Cs and Ds (70s and 60s)	14 %	11 %
Mostly Ds and Fs (60s and lower)	3 %	2 %
Total Responding	2652	2457
9. During the past 30 days (past month), how many times were you injured in a fight and had to go to a doctor or nurse?		
0 times	90 %	87 %
1 time	6 %	6 %
2 or 3 times	3 %	4 %
4 or 5 times	1 %	1 %
6 or more times	1 %	2 %
Total Responding	2619	2449
10. During the last 7 days, I teased students to make them angry.		
0 times	47 %	48 %
1 time	14 %	12 %
2 times	12 %	11 %
3 times	9 %	9 %
4 times	3 %	4 %
5 times	2 %	1 %
6 or more times	13 %	14 %
Total Responding	2668	2470
11. During the last 7 days, I got angry very easily with someone.		
0 times	29 %	32 %
1 time	22 %	22 %
2 times	16 %	15 %
3 times	11 %	10 %
4 times	5 %	5 %
5 times	3 %	2 %
6 or more times	15 %	14 %
Total Responding	2668	2467

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Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

12. During the last 7 days, I hit back when someone hit me first.

	1995	1996
0 times	26 %	28 %
1 time	19 %	18 %
2 times	13 %	12 %
3 times	9 %	9 %
4 times	5 %	6 %
5 times	3 %	3 %
6 or more times	24 %	23 %
Total Responding	2663	2455

13. During the last 7 days, I said things about other kids (made fun of them) to make other students laugh.

	1995	1996
0 times	43 %	43 %
1 time	17 %	16 %
2 times	10 %	11 %
3 times	8 %	8 %
4 times	5 %	4 %
5 times	2 %	2 %
6 or more times	16 %	17 %
Total Responding	2670	2460

14. During the last 7 days, I encouraged other students to fight.

	1995	1996
0 times	72 %	73 %
1 time	11 %	10 %
2 times	6 %	5 %
3 times	4 %	4 %
4 times	2 %	2 %
5 times	1 %	1 %
6 or more times	4 %	4 %
Total Responding	2666	2454

15. During the last 7 days, I pushed or shoved other students.

	1995	1996
0 times	49 %	52 %
1 time	19 %	15 %
2 times	11 %	11 %
3 times	8 %	7 %
4 times	4 %	3 %
5 times	2 %	2 %
6 or more times	8 %	10 %
Total Responding	2667	2465

16. During the last 7 days, I was angry most of the day.

	1995	1996
0 times	48 %	51 %
1 time	24 %	22 %
2 times	11 %	12 %
3 times	6 %	6 %
4 times	3 %	2 %
5 times	1 %	1 %
6 or more times	6 %	6 %
Total Responding	2664	2465

17. During the last 7 days, I got into a physical fight because I was angry (fist fight, pull hair, bite, etc.).

	1995	1996
0 times	79 %	79 %
1 time	9 %	8 %
2 times	4 %	4 %
3 times	2 %	3 %
4 times	1 %	2 %
5 times	1 %	1 %
6 or more times	4 %	3 %
Total Responding	2661	2462

18. During the past 7 days, I slapped or kicked someone.

	1995	1996
0 times	59 %	58 %
1 time	17 %	17 %
2 times	8 %	8 %
3 times	5 %	6 %
4 times	3 %	2 %
5 times	1 %	1 %
6 or more times	7 %	7 %
Total Responding	2662	2462

19. During the last 7 days, I called other students bad names.

	1995	1996
0 times	37 %	39 %
1 time	18 %	15 %
2 times	12 %	11 %
3 times	9 %	7 %
4 times	4 %	4 %
5 times	3 %	3 %
6 or more times	19 %	21 %
Total Responding	2662	2463

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Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

20. During the last 7 days, I threatened to hurt or to hit someone.

	1995	1996
0 times	61 %	62 %
1 time	14 %	12 %
2 times	7 %	8 %
3 times	5 %	5 %
4 times	3 %	3 %
5 times	2 %	2 %
6 or more times	8 %	8 %
Total Responding	2663	2464

21. During the last 7 days, a student teased me to make me angry.

	1995	1996
0 times	41 %	43 %
1 time	20 %	21 %
2 times	14 %	12 %
3 times	9 %	9 %
4 times	4 %	3 %
5 times	2 %	2 %
6 or more times	11 %	9 %
Total Responding	2662	2463

22. During the last 7 days, a student beat me up.

	1995	1996
0 times	93 %	93 %
1 time	4 %	4 %
2 times	1 %	1 %
3 times	1 %	1 %
4 times	0 %	0 %
5 times	0 %	0 %
6 or more times	1 %	0 %
Total Responding	2664	2462

23. During the last 7 days, other students encouraged me to fight.

	1995	1996
0 times	59 %	62 %
1 time	16 %	14 %
2 times	9 %	8 %
3 times	6 %	5 %
4 times	3 %	2 %
5 times	1 %	1 %
6 or more times	7 %	7 %
Total Responding	2657	2468

24. During the last 7 days, a student pushed or shoved me.

	1995	1996
0 times	59 %	58 %
1 time	20 %	20 %
2 times	9 %	10 %
3 times	5 %	5 %
4 times	3 %	2 %
5 times	1 %	1 %
6 or more times	4 %	5 %
Total Responding	2660	2460

25. During the last 7 days, a student asked me to fight.

	1995	1996
0 times	71 %	72 %
1 time	14 %	12 %
2 times	6 %	5 %
3 times	4 %	4 %
4 times	2 %	2 %
5 times	1 %	1 %
6 or more times	4 %	4 %
Total Responding	2660	2462

26. During the last 7 days, a student slapped or kicked me.

	1995	1996
0 times	79 %	80 %
1 time	10 %	10 %
2 times	4 %	4 %
3 times	3 %	2 %
4 times	1 %	1 %
5 times	1 %	0 %
6 or more times	3 %	2 %
Total Responding	2657	2464

27. During the last 7 days, a student called me (or my family) bad names.

	1995	1996
0 times	57 %	55 %
1 time	16 %	17 %
2 times	9 %	10 %
3 times	6 %	6 %
4 times	3 %	3 %
5 times	1 %	2 %
6 or more times	9 %	9 %
Total Responding	2656	2465

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Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

28. During the last 7 days, a student threatened to hurt or to hit me.

	1995	1996
0 times	75 %	78 %
1 time	12 %	10 %
2 times	5 %	4 %
3 times	3 %	3 %
4 times	1 %	1 %
5 times	1 %	0 %
6 or more times	3 %	4 %
Total Responding	2661	2466

29. During the past 30 days, how many times were you in a physical fight (fist fighting, pulling hair, biting, etc.) on school property?

	1995	1996
0 times	80 %	77 %
1 time	10 %	9 %
2 or 3 times	5 %	7 %
4 or 5 times	2 %	2 %
6 or 7 times	1 %	1 %
8 or 9 times	1 %	0 %
10 or more times	2 %	2 %
Total Responding	2640	2457

30. During the past 30 days, on how many days did you carry a weapon such as a handgun (pistol; small gun)?

	1995	1996
0 days	91 %	90 %
1 day	3 %	4 %
2 or 3 days	2 %	3 %
4 or 5 days	1 %	1 %
6 or more days	3 %	2 %
Total Responding	2639 %	2469

31. During the past 30 days, on how many days did you carry a weapon such as other guns (rifle or shotgun)?

	1995	1996
0 days	93 %	93 %
1 day	3 %	3 %
2 or 3 days	2 %	2 %
4 or 5 days	1 %	0 %
6 or more days	2 %	1 %
Total Responding	2626	2463

32. During the past 30 days, on how many days did you carry a weapon such as a knife or a razor?

	1995	1996
0 days	83 %	81 %
1 day	8 %	8 %
2 or 3 days	4 %	4 %
4 or 5 days	2 %	2 %
6 or more days	4 %	5 %
Total Responding	2626	2465

33. During the past 30 days, on how many days did you carry a weapon such as a club, stick, bat, or pipe?

	1995	1996
0 days	89 %	87 %
1 day	5 %	5 %
2 or 3 days	2 %	3 %
4 or 5 days	1 %	1 %
6 or more days	3 %	3 %
Total Responding	2626	2462

34. Would you like to join a gang?

	1995	1996
No, I don't want to join a gang.	87 %	84 %
I am in a gang.	8 %	9 %
Yes, I would like to join a gang.	5 %	5 %
Total Responding	2571	2431

35. The school principal listens to the students.

	1995	1996
True	34 %	37 %
False	27 %	25 %
Not Sure	39 %	38 %
Total Responding	2598	2464

36. Teachers listen to student problems.

	1995	1996
True	50 %	55 %
False	23 %	21 %
Not Sure	27 %	23 %
Total Responding	2604	2460

37. Teachers shout too much at students.

	1995	1996
True	57 %	52 %
False	25 %	28 %
Not Sure	19 %	19 %
Total Responding	2619	2456

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Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
38. I have been insulted or cursed by my teacher.		
True	29 %	26 %
False	61 %	66 %
Not Sure	10 %	8 %
Total Responding	2611	2456
39. Teachers are fair with all students.		
True	24 %	30 %
False	47 %	41 %
Not Sure	29 %	28 %
Total Responding	2606	2456
40. Imagine that you're in line for a drink of water. Someone your age comes along and pushes you out of line. What would you probably do if this happened to you? (check all that apply)		
Say something nasty to them.	16 %	15 %
Ask them why they pushed me.	26 %	28 %
Nothing, just walk away.	14 %	14 %
Tell them it's my place in line.	15 %	16 %
Push them out of line.	45 %	45 %
Total Responding	2678	2477
41. You're walking to the store. Someone your age walks up to you and calls you a name. What would you probably do if this happened to you? (check all that apply)		
Call a name back.	45 %	47 %
Ask what's going on.	14 %	15 %
Walk away.	21 %	23 %
Say cut it out.	7 %	8 %
Hit back.	19 %	20 %
Total Responding	2678	2477
42. You see your friend fighting with another student their age. What would you probably do if this happened to you? (check all that apply)		
Cheer for my friend to win.	18 %	19 %
Find out why my friend and the other kid are fighting.	20 %	28 %
Go away and let my friend and the other kid fight it out.	8 %	10 %
Try to get both of them to calm down and stop fighting.	32 %	35 %
Join my friend fighting against the other kid.	32 %	28 %
Total Responding	2678	2477
43. You see someone trying to kiss and put their arm around your boyfriend/girlfriend. What would you probably do if this happened to you? (check all that apply)		
Say something rude.	12 %	12 %
Ask why he/she is messing with my boyfriend/girlfriend.	25 %	27 %
Nothing, just ignore the situation.	11 %	10 %
Let them know that he/she is my boyfriend/girlfriend.	27 %	28 %
Push them away from my boyfriend/girlfriend.	44 %	47 %
Total Responding	2678	2477
44. If someone hurts me at school, getting help from a teacher is a good way to handle it.		
Very True	22 %	21 %
True	40 %	40 %
False	26 %	24 %
Very False	13 %	14 %
Total Responding	2571	2451
45. If someone hurts me at school, getting help from a peer mediator is a good way to handle it. (A peer mediator is a student who helps other students to solve problems.)		
Very True	17 %	15 %
True	37 %	37 %
False	28 %	30 %
Very False	18 %	17 %
Total Responding	2567	2446
46. Threatening to use a weapon (is an effective way to avoid a fight).		
Yes	14 %	11 %
No	73 %	76 %
Not Sure	13 %	12 %
Total Responding	2553	2456
47. Avoiding or walking away from someone who wants to fight you (is an effective way to avoid a fight).		
Yes	55 %	54 %
No	30 %	31 %
Not Sure	15 %	14 %
Total Responding	2554	2459
48. Ignoring or pretending not to hear the insult (is an effective way to avoid a fight).		
Yes	56 %	55 %
No	30 %	32 %
Not Sure	14 %	13 %
Total Responding	2535	2455

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Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
49. Dealing with the problem by talking (is an effective way to avoid a fight).		
Yes	44 %	46 %
No	38 %	36 %
Not Sure	18 %	17 %
Total Responding	2531	2456
50. Acting "tough" so people won't want to fight you (is an effective way to avoid a fight).		
Yes	23 %	22 %
No	56 %	56 %
Not Sure	21 %	21 %
Total Responding	2520	2455
51. Pretending to agree with someone when you really don't (is an effective way to avoid a fight).		
Yes	24 %	20 %
No	53 %	57 %
Not Sure	23 %	22 %
Total Responding	2533	2448
52. Carrying a weapon (is an effective way to avoid a fight).		
Yes	15 %	12 %
No	76 %	77 %
Not Sure	10 %	10 %
Total Responding	2527	2455
53. Joining a gang for protection (is an effective way to avoid a fight).		
Yes	13 %	12 %
No	76 %	77 %
Not Sure	11 %	10 %
Total Responding	2524	2451
54. Apologizing (is an effective way to avoid a fight).		
Yes	32 %	31 %
No	48 %	46 %
Not Sure	21 %	22 %
Total Responding	2518	2448

	1995	1996
55. How well do you get along with the parent or guardian that you live with all or most of the time?		
Very well	48 %	
Well	25 %	
Just OK	19 %	
Not very well	4 %	
Do not get along at all	3 %	
Total Responding	2456	
56. When you are away from home, do your parents knowwhere you are and whom you are with?		
Never or almost never	7 %	
Hardly ever	6 %	
About half the time	14 %	
Often	19 %	
Almost always	53 %	
Total Responding	2446	
57. Please complete the following statement: When I go out, I tell my parents when I will be back...		
Always or almost always	50 %	
Often	22 %	
About half the time	12 %	
Not usually	10 %	
Never or almost never	6 %	
Total Responding	2453	
58. Please complete the following statement: When I get home from school...		
An adult is usually at home	73 %	
I am alone 1 hour or less	11 %	
I am alone about 2 hours	7 %	
I am alone 3 or more hours	9 %	
Total Responding	2445	
59. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?		
0 days	72 %	69 %
1 day	10 %	10 %
2 days	6 %	7 %
3 to 5 days	5 %	5 %
6 to 9 days	3 %	2 %
10 to 19 days	2 %	1 %
20 or more days	3 %	3 %
Total Responding	2535	2381

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Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

60. During the past 30 days, on how many days did you smoke cigarettes?

	1995	1996
0 days	76 %	75 %
1 or 2 days	11 %	10 %
3 to 5 days	4 %	5 %
6 to 9 days	3 %	3 %
10 to 10 days	3 %	1 %
20 to 29 days	1 %	1 %
All 30 days	3 %	3 %
Total Responding	2528	2449

61. During the past 30 days, on how many days did you smoke marijuana?

	1995	1996
0 days	82 %	79 %
1 day	5 %	6 %
2 days	4 %	4 %
3 to 5 days	3 %	3 %
6 or more days	6 %	7 %
Total Responding	2522	2453

62. During the last 30 days, on how many days did you use any form of cocaine, including powder, crack, or freebase?

	1995	1996
0 days	93 %	90 %
1 day	3 %	4 %
2 days	2 %	2 %
3 to 5 days	1 %	1 %
6 or more days	2 %	2 %
Total Responding	2520	2448

63. During the last 30 days, on how many days did you sniff glue, gas, sprays, or anything else like that to get high?

	1995	1996
0 days	89 %	86 %
1 day	5 %	6 %
2 days	3 %	3 %
3 to 5 days	1 %	2 %
6 or more days	2 %	2 %
Total Responding	2496	2449

64. During the past 30 days, how many days did you not go to school because you felt you would not be safe in the school building?

	1995	1996
0 times	45 %	85 %
1 time	20 %	7 %
2 or 3 times	28 %	4 %
4 or 5 times	4 %	1 %
6 or more times	4 %	2 %
Total Responding	2514	2443

65. During the past 30 days, while in the school building, how many times did someone threaten to hurt you?

	1995	1996
0 times	78 %	78 %
1 time	11 %	10 %
2 or 3 times	6 %	6 %
4 or 5 times	2 %	1 %
6 or more times	3 %	3 %
Total Responding	2492	2442

66. If someone hits you, hit them back (what parents/guardians tell you about fighting).

	1995	1996
Yes	66 %	61 %
No	34 %	38 %
Total Responding	2458	2447

67. If someone calls you names, hit them back (what parents/guardians tell you about fighting).

	1995	1996
Yes	23 %	23 %
No	77 %	76 %
Total Responding	2448	2450

68. If someone calls you names, call them names back (what parents/guardians tell you about fighting).

	1995	1996
Yes	52 %	50 %
No	48 %	49 %
Total Responding	2449	2445

69. If someone calls you names, ignore them (what parents/guardians tell you about fighting).

	1995	1996
Yes	58 %	56 %
No	42 %	43 %
Total Responding	2432	2440

70. If someone asks you to fight, hit them first (what parents/guardians tell you about fighting).

	1995	1996
Yes	21 %	20 %
No	79 %	79 %
Total Responding	2451	2446

71. If someone asks you to fight, you should try to talk your way out of a fight (what parents/guardians tell you about fighting).

	1995	1996
Yes	59 %	60 %
No	41 %	39 %
Total Responding	2439	2442

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Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
72. You should think the problem through, calm yourself, and then talk the problem out with your friend.		
Yes	63 %	63 %
No	37 %	36 %
Total Responding	2440	2444
73. If another student asks you to fight, you should tell a teacher or someone older (what parents/guardians tell you about fighting).		
Yes	56 %	55 %
No	44 %	43 %
Total Responding	2439	2438
74. If you can't solve the problem by talking, it is best to solve it through fighting (what parents/guardians tell you about fighting).		
Yes	38 %	34 %
No	62 %	65 %
Total Responding	2435	2433
75. No matter what, fighting is not good; there are other ways to solve problems (what parents/guardians tell you about fighting).		
Yes	74 %	71 %
No	27 %	27 %
Total Responding	2431	2432
76. If you attended this school last year, do you feel safer this year than you did last year?		
Yes, I feel safer		44 %
No, I feel about the same		25 %
No, I feel less safe this year		13 %
I was not here last year		12 %
No response		5 %
Total Responding		2427
77. Were you trained as a Peer Mediator?		
Yes		14 %
No		85 %
Total Responding		2436
78. Were you trained as a Peer Helper?		
Yes		17 %
No		82 %
Total Responding		2434

	1995	1996
79. Did you participate in a peer mediation?		
Yes, I was a mediator		8 %
Yes, I was the student with a conflict		9 %
No		81 %
Total Responding		2436

MARK THE ITEMS BELOW THAT YOU MAY HAVE SEEN OR HEARD AROUND YOUR HOME, NEIGHBORHOOD, OR SCHOOL (NOT ON TV OR IN THE MOVIES) DURING THE LAST YEAR (Questions 88 to 96).

80. I have seen somebody arrested.		
Yes	83 %	80 %
No	17 %	18 %
Total Responding	2316	2441
81. I have seen drug deals.		
Yes	55 %	53 %
No	45 %	45 %
Total Responding	2315	2444
82. I have seen someone being beaten up.		
Yes	83 %	77 %
No	18 %	21 %
Total Responding	2309	2436
83. My house has been broken into.		
Yes	22 %	21 %
No	78 %	77 %
Total Responding	2306	2440
84. I have seen somebody get stabbed.		
Yes	30 %	27 %
No	70 %	72 %
Total Responding	2291	2442
85. I have seen somebody shot.		
Yes	34 %	32 %
No	66 %	67 %
Total Responding	2298	2437
86. I have seen a gun in my home.		
Yes	52 %	47 %
No	48 %	52 %
Total Responding	2292	2434

Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
87. I have seen gangs in my neighborhood.		
Yes	66 %	62 %
No	35 %	36 %
Total Responding	2290	2438
88. I have seen somebody pull a gun on another person.		
Yes	38 %	36 %
No	62 %	62 %
Total Responding	2281	2436
89. Did your teachers teach you any lessons about how to solve problems without fighting?		
Yes, once		27 %
Yes, two or three times		9 %
Yes, four or more times		36 %
No		27 %
Total Responding		2430

Appendix G: Middle School Student Survey Results for 1995 and 1996 (continued)

Appendix H: High School Student Survey Results for 1995 and 1996

Houston Independent School District

Safe Schools Initiative

Student Survey Responses

	1995	1996
1. What grade are you in?		
9th Grade	28 %	
10th Grade	20 %	
11th Grade	27 %	
12th Grade	24 %	
Total Responding	471	
2. How old are you?		
10		1 %
11		0 %
12		1 %
13	0 %	0 %
14	6 %	7 %
15	17 %	26 %
16	24 %	35 %
17	26 %	21 %
18 or more		8 %
Total Responding	471	351
3. Are you a boy or a girl?		
Boy	47 %	47 %
Girl	53 %	53 %
Total Responding	470	351
4. How would you describe the race/ethnic group of your mother?		
African American (not Hispanic)	10 %	6 %
White (not Hispanic)	8 %	10 %
Hispanic	81 %	82 %
Asian	0 %	1 %
Native American	0 %	1 %
Other	1 %	1 %
Total Responding	471	350
5. How would you describe the race/ethnic group of your father?		
African American (not Hispanic)	9 %	7 %
White (not Hispanic)	9 %	9 %
Hispanic	79 %	82 %
Asian	0 %	1 %
Native American	1 %	0 %
Other	2 %	1 %
Total Responding	470	351

	1995	1996
8. What kinds of grades do you usually get in school?		
Mostly As and Bs (90s and 80s)	27 %	22 %
Mostly Bs and Cs (80s and 70s)	60 %	56 %
Mostly Cs and Ds (70s and 60s)	12 %	18 %
Mostly Ds and Fs (60s and lower)	1 %	3 %
Total Responding	471	347
9. During the past 30 days (past month), how many times were you injured in a fight and had to go to a doctor or nurse?		
0 times	95 %	87 %
1 time	3 %	7 %
2 or 3 times	0 %	3 %
4 or 5 times	0 %	1 %
6 or more times	1 %	1 %
Total Responding	461	347
10. During the last 7 days, I teased students to make them angry.		
0 times	62 %	59 %
1 time	10 %	10 %
2 times	12 %	9 %
3 times	7 %	7 %
4 times	1 %	2 %
5 times	1 %	1 %
6 or more times	7 %	12 %
Total Responding	472	351
11. During the last 7 days, I got angry very easily with someone.		
0 times	32 %	34 %
1 time	23 %	18 %
2 times	15 %	13 %
3 times	10 %	12 %
4 times	5 %	3 %
5 times	2 %	2 %
6 or more times	13 %	17 %
Total Responding	471	351

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Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

12. During the last 7 days, I hit back when someone hit me first.

	1995	1996
0 times	50 %	43 %
1 time	16 %	13 %
2 times	7 %	13 %
3 times	9 %	7 %
4 times	3 %	6 %
5 times	2 %	1 %
6 or more times	13 %	16 %
Total Responding	470	350

13. During the last 7 days, I said things about other kids (made fun of them) to make other students laugh.

	1995	1996
0 times	48 %	51 %
1 time	16 %	10 %
2 times	10 %	9 %
3 times	10 %	6 %
4 times	3 %	5 %
5 times	1 %	3 %
6 or more times	12 %	15 %
Total Responding	472	350

14. During the last 7 days, I encouraged other students to fight.

	1995	1996
0 times	84 %	76 %
1 time	7 %	9 %
2 times	3 %	5 %
3 times	1 %	4 %
4 times	1 %	1 %
5 times	0 %	1 %
6 or more times	3 %	4 %
Total Responding	472	352

15. During the last 7 days, I pushed or shoved other students.

	1995	1996
0 times	76 %	64 %
1 time	8 %	12 %
2 times	6 %	9 %
3 times	4 %	7 %
4 times	2 %	1 %
5 times	0 %	1 %
6 or more times	3 %	5 %
Total Responding	472	351

16. During the last 7 days, I was angry most of the day.

	1995	1996
0 times	54 %	53 %
1 time	24 %	18 %
2 times	10 %	10 %
3 times	4 %	7 %
4 times	2 %	3 %
5 times	1 %	2 %
6 or more times	4 %	7 %
Total Responding	472	351

17. During the last 7 days, I got into a physical fight because I was angry (fist fight, pull hair, bite, etc.).

	1995	1996
0 times	88 %	79 %
1 time	6 %	6 %
2 times	2 %	4 %
3 times	2 %	2 %
4 times	0 %	2 %
5 times	0 %	1 %
6 or more times	1 %	5 %
Total Responding	471	349

18. During the past 7 days, I slapped or kicked someone.

	1995	1996
0 times	79 %	73 %
1 time	11 %	7 %
2 times	3 %	7 %
3 times	3 %	3 %
4 times	1 %	3 %
5 times	0 %	1 %
6 or more times	3 %	6 %
Total Responding	470	352

19. During the last 7 days, I called other students bad names.

	1995	1996
0 times	55 %	55 %
1 time	11 %	9 %
2 times	10 %	8 %
3 times	7 %	8 %
4 times	5 %	4 %
5 times	1 %	1 %
6 or more times	12 %	14 %
Total Responding	472	351

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Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

20. During the last 7 days, I threatened to hurt or to hit someone.

	1995	1996
0 times	70 %	65 %
1 time	11 %	11 %
2 times	5 %	4 %
3 times	5 %	5 %
4 times	3 %	2 %
5 times	1 %	2 %
6 or more times	5 %	10 %
Total Responding	472	350

21. During the last 7 days, a student teased me to make me angry.

	1995	1996
0 times	58 %	56 %
1 time	18 %	16 %
2 times	7 %	10 %
3 times	7 %	8 %
4 times	3 %	3 %
5 times	1 %	1 %
6 or more times	6 %	7 %
Total Responding	472	351

22. During the last 7 days, a student beat me up.

	1995	1996
0 times	98 %	89 %
1 time	1 %	5 %
2 times	0 %	1 %
3 times	0 %	1 %
4 times	1 %	1 %
5 times	0 %	1 %
6 or more times	0 %	2 %
Total Responding	472	351

23. During the last 7 days, other students encouraged me to fight.

	1995	1996
0 times	78 %	71 %
1 time	10 %	12 %
2 times	6 %	7 %
3 times	2 %	4 %
4 times	1 %	2 %
5 times	0 %	1 %
6 or more times	3 %	3 %
Total Responding	472	351

24. During the last 7 days, a student pushed or shoved me.

	1995	1996
0 times	81 %	73 %
1 time	11 %	13 %
2 times	4 %	7 %
3 times	1 %	3 %
4 times	1 %	1 %
5 times	0 %	0 %
6 or more times	1 %	2 %
Total Responding	472	350

25. During the last 7 days, a student asked me to fight.

	1995	1996
0 times	88 %	78 %
1 time	6 %	10 %
2 times	2 %	4 %
3 times	2 %	1 %
4 times	0 %	2 %
5 times	0 %	0 %
6 or more times	1 %	4 %
Total Responding	472	350

26. During the last 7 days, a student slapped or kicked me.

	1995	1996
0 times	93 %	89 %
1 time	4 %	3 %
2 times	1 %	4 %
3 times	1 %	1 %
4 times	0 %	1 %
5 times	0 %	0 %
6 or more times	1 %	2 %
Total Responding	472	352

27. During the last 7 days, a student called me (or my family) bad names.

	1995	1996
0 times	77 %	72 %
1 time	10 %	13 %
2 times	4 %	5 %
3 times	3 %	3 %
4 times	2 %	2 %
5 times	1 %	0 %
6 or more times	3 %	5 %
Total Responding	472	351

Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

28. During the last 7 days, a student threatened to hurt or to hit me.

	1995	1996
0 times	87 %	82 %
1 time	7 %	7 %
2 times	4 %	4 %
3 times	2 %	3 %
4 times	0 %	1 %
5 times	0 %	1 %
6 or more times	1 %	2 %
Total Responding	472	351

29. During the past 30 days, how many times were you in a physical fight (fist fighting, pulling hair, biting, etc.) on school property?

	1995	1996
0 times	90 %	82 %
1 time	4 %	6 %
2 or 3 times	3 %	3 %
4 or 5 times	0 %	2 %
6 or 7 times	0 %	1 %
8 or 9 times	0 %	0 %
10 or more times	2 %	3 %
Total Responding	469	342

30. During the past 30 days, on how many days did you carry a weapon such as a handgun (pistol; small gun)?

	1995	1996
0 days	91 %	87 %
1 day	2 %	4 %
2 or 3 days	3 %	3 %
4 or 5 days	1 %	1 %
6 or more days	3 %	4 %
Total Responding	472 %	350

31. During the past 30 days, on how many days did you carry a weapon such as other guns (rifle or shotgun)?

	1995	1996
0 days	95 %	89 %
1 day	2 %	3 %
2 or 3 days	2 %	3 %
4 or 5 days	0 %	1 %
6 or more days	1 %	3 %
Total Responding	472	351

32. During the past 30 days, on how many days did you carry a weapon such as a knife or a razor?

	1995	1996
0 days	87 %	80 %
1 day	4 %	6 %
2 or 3 days	3 %	5 %
4 or 5 days	1 %	2 %
6 or more days	4 %	7 %
Total Responding	472	351

33. During the past 30 days, on how many days did you carry a weapon such as a club, stick, bat, or pipe?

	1995	1996
0 days	93 %	86 %
1 day	2 %	3 %
2 or 3 days	1 %	3 %
4 or 5 days	1 %	3 %
6 or more days	3 %	5 %
Total Responding	471	350

34. Would you like to join a gang?

	1995	1996
No, I don't want to join a gang.	93 %	88 %
I am in a gang.	6 %	7 %
Yes, I would like to join a gang.	2 %	5 %
Total Responding	463	348

35. The school principal listens to the students.

	1995	1996
True	49 %	33 %
False	13 %	30 %
Not Sure	38 %	36 %
Total Responding	471	349

36. Teachers listen to student problems.

	1995	1996
True	50 %	36 %
False	18 %	36 %
Not Sure	31 %	28 %
Total Responding	472	352

37. Teachers shout too much at students.

	1995	1996
True	36 %	53 %
False	37 %	22 %
Not Sure	27 %	24 %
Total Responding	472	350

Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
38. I have been insulted or cursed by my teacher.		
True	27 %	32 %
False	68 %	58 %
Not Sure	4 %	9 %
Total Responding	471	348
39. Teachers are fair with all students.		
True	22 %	18 %
False	44 %	52 %
Not Sure	34 %	29 %
Total Responding	471	349
40. Imagine that you're in line for a drink of water. Someone your age comes along and pushes you out of line. What would you probably do if this happened to you? (check all that apply)		
Say something nasty to them.	24 %	18 %
Ask them why they pushed me.	36 %	35 %
Nothing, just walk away.	15 %	13 %
Tell them it's my place in line.	19 %	14 %
Push them out of line.	41 %	38 %
Total Responding	472	352
41. You're walking to the store. Someone your age walks up to you and calls you a name. What would you probably do if this happened to you? (check all that apply)		
Call a name back.	46 %	44 %
Ask what's going on.	24 %	23 %
Walk away.	22 %	17 %
Say cut it out.	7 %	4 %
Hit back.	21 %	22 %
Total Responding	472	352
42. You see your friend fighting with another student their age. What would you probably do if this happened to you? (check all that apply)		
Cheer for my friend to win.	17 %	23 %
Find out why my friend and the other kid are fighting.	29 %	22 %
Go away and let my friend and the other kid fight it out.	8 %	7 %
Try to get both of them to calm down and stop fighting.	43 %	35 %
Join my friend fighting against the other kid.	23 %	26 %
Total Responding	472	352
43. You see someone trying to kiss and put their arm around your boyfriend/girlfriend. What would you probably do if this happened to you? (check all that apply)		
Say something rude.	19 %	14 %
Ask why he/she is messing with my boyfriend/girlfriend.	35 %	24 %
Nothing, just ignore the situation.	14 %	13 %
Let them know that he/she is my boyfriend/girlfriend.	39 %	30 %
Push them away from my boyfriend/girlfriend.	41 %	45 %
Total Responding	472	352
44. If someone hurts me at school, getting help from a teacher is a good way to handle it.		
Very True	18 %	14 %
True	44 %	40 %
False	26 %	26 %
Very False	11 %	19 %
Total Responding	467	346
45. If someone hurts me at school, getting help from a peer mediator is a good way to handle it. (A peer mediator is a student who helps other students to solve problems.)		
Very True	13 %	10 %
True	37 %	40 %
False	34 %	33 %
Very False	15 %	16 %
Total Responding	466	345
46. Threatening to use a weapon (is an effective way to avoid a fight).		
Yes	9 %	15 %
No	83 %	70 %
Not Sure	8 %	13 %
Total Responding	468	345
47. Avoiding or walking away from someone who wants to fight you (is an effective way to avoid a fight).		
Yes	61 %	44 %
No	26 %	42 %
Not Sure	13 %	11 %
Total Responding	468	343
48. Ignoring or pretending not to hear the insult (is an effective way to avoid a fight).		
Yes	62 %	52 %
No	26 %	36 %
Not Sure	13 %	11 %
Total Responding	466	349

Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
49. Dealing with the problem by talking (is an effective way to avoid a fight).		
Yes	50 %	42 %
No	31 %	40 %
Not Sure	19 %	17 %
Total Responding	467	346
50. Acting "tough" so people won't want to fight you (is an effective way to avoid a fight).		
Yes	20 %	27 %
No	60 %	52 %
Not Sure	20 %	19 %
Total Responding	467	346
51. Pretending to agree with someone when you really don't (is an effective way to avoid a fight).		
Yes	20 %	22 %
No	60 %	60 %
Not Sure	20 %	17 %
Total Responding	466	346
52. Carrying a weapon (is an effective way to avoid a fight).		
Yes	13 %	16 %
No	80 %	72 %
Not Sure	7 %	11 %
Total Responding	468	345
53. Joining a gang for protection (is an effective way to avoid a fight).		
Yes	8 %	11 %
No	87 %	78 %
Not Sure	5 %	10 %
Total Responding	468	349
54. Apologizing (is an effective way to avoid a fight).		
Yes	31 %	25 %
No	45 %	53 %
Not Sure	25 %	21 %
Total Responding	467	348

	1995	1996
55. How well do you get along with the parent or guardian that you live with all or most of the time?		
Very well		37 %
Well		28 %
Just OK		23 %
Not very well		6 %
Do not get along at all		3 %
Total Responding		346
56. When you are away from home, do your parents knowwhere you are and whom you are with?		
Never or almost never		12 %
Hardly ever		6 %
About half the time		14 %
Often		21 %
Almost always		44 %
Total Responding		344
57. Please complete the following statement: When I go out, I tell my parents when I will be back...		
Always or almost always		44 %
Often		22 %
About half the time		15 %
Not usually		12 %
Never or almost never		5 %
Total Responding		346
58. Please complete the following statement: When I get home from school...		
An adult is usually at home		64 %
I am alone 1 hour or less		12 %
I am alone about 2 hours		9 %
I am alone 3 or more hours		14 %
Total Responding		346
59. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?		
0 days	64 %	58 %
1 day	13 %	11 %
2 days	6 %	9 %
3 to 5 days	7 %	6 %
6 to 9 days	3 %	3 %
10 to 19 days	3 %	2 %
20 or more days	4 %	5 %
Total Responding	468	332

Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

60. During the past 30 days, on how many days did you smoke cigarettes?

	1995	1996
0 days	74 %	70 %
1 or 2 days	9 %	10 %
3 to 5 days	4 %	4 %
6 to 9 days	3 %	3 %
10 to 10 days	4 %	3 %
20 to 29 days	1 %	1 %
All 30 days	6 %	7 %
Total Responding	468	342

61. During the past 30 days, on how many days did you smoke marijuana?

	1995	1996
0 days	83 %	75 %
1 day	6 %	5 %
2 days	3 %	6 %
3 to 5 days	3 %	5 %
6 or more days	6 %	7 %
Total Responding	467	345

62. During the last 30 days, on how many days did you use any form of cocaine, including powder, crack, or freebase?

	1995	1996
0 days	95 %	82 %
1 day	1 %	4 %
2 days	1 %	5 %
3 to 5 days	1 %	4 %
6 or more days	1 %	3 %
Total Responding	468	346

63. During the last 30 days, on how many days did you sniff glue, gas, sprays, or anything else like that to get high?

	1995	1996
0 days	95 %	84 %
1 day	3 %	5 %
2 days	1 %	3 %
3 to 5 days	1 %	4 %
6 or more days	0 %	2 %
Total Responding	466	345

64. During the past 30 days, how many days did you not go to school because you felt you would not be safe in the school building?

	1995	1996
0 times	46 %	79 %
1 time	23 %	8 %
2 or 3 times	26 %	7 %
4 or 5 times	3 %	2 %
6 or more times	1 %	2 %
Total Responding	467	344

65. During the past 30 days, while in the school building, how many times did someone threaten to hurt you?

	1995	1996
0 times	95 %	80 %
1 time	2 %	7 %
2 or 3 times	2 %	4 %
4 or 5 times	0 %	1 %
6 or more times	1 %	6 %
Total Responding	467	343

66. If someone hits you, hit them back (what parents/guardians tell you about fighting).

	1995	1996
Yes	62 %	65 %
No	38 %	33 %
Total Responding	468	345

67. If someone calls you names, hit them back (what parents/guardians tell you about fighting).

	1995	1996
Yes	14 %	28 %
No	86 %	69 %
Total Responding	467	343

68. If someone calls you names, call them names back (what parents/guardians tell you about fighting).

	1995	1996
Yes	36 %	51 %
No	64 %	46 %
Total Responding	467	343

69. If someone calls you names, ignore them (what parents/guardians tell you about fighting).

	1995	1996
Yes	68 %	47 %
No	32 %	21 %
Total Responding	468	345

70. If someone asks you to fight, hit them first (what parents/guardians tell you about fighting).

	1995	1996
Yes	19 %	29 %
No	81 %	68 %
Total Responding	467	344

71. If someone asks you to fight, you should try to talk your way out of a fight (what parents/guardians tell you about fighting).

	1995	1996
Yes	63 %	50 %
No	37 %	47 %
Total Responding	467	343

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Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
72. You should think the problem through, calm yourself, and then talk the problem out with your friend.		
Yes	67 %	53 %
No	33 %	45 %
Total Responding	467	344
73. If another student asks you to fight, you should tell a teacher or someone older (what parents/guardians tell you about fighting).		
Yes	52 %	44 %
No	48 %	54 %
Total Responding	466	343
74. If you can't solve the problem by talking, it is best to solve it through fighting (what parents/guardians tell you about fighting).		
Yes	29 %	40 %
No	71 %	58 %
Total Responding	467	345
75. No matter what, fighting is not good; there are other ways to solve problems (what parents/guardians tell you about fighting).		
Yes	76 %	66 %
No	24 %	31 %
Total Responding	467	340
76. If you attended this school last year, do you feel safer this year than you did last year?		
Yes, I feel safer	22 %	
No, I feel about the same	29 %	
No, I feel less safe this year	9 %	
I was not here last year	23 %	
No response	10 %	
Total Responding	329	
77. Were you trained as a Peer Mediator?		
Yes	21 %	
No	73 %	
Total Responding	333	
78. Were you trained as a Peer Helper?		
Yes	26 %	
No	69 %	
Total Responding	334	

	1995	1996
79. Did you participate in a peer mediation?		
Yes, I was a mediator	13 %	
Yes, I was the student with a conflict	14 %	
No	68 %	
Total Responding	331	

MARK THE ITEMS BELOW THAT YOU MAY HAVE SEEN OR HEARD AROUND YOUR HOME, NEIGHBORHOOD, OR SCHOOL (NOT ON TV OR IN THE MOVIES) DURING THE LAST YEAR (Questions 88 to 96).

80. I have seen somebody arrested.		
Yes	86 %	71 %
No	13 %	25 %
Total Responding	456	337
81. I have seen drug deals.		
Yes	68 %	53 %
No	32 %	43 %
Total Responding	455	337
82. I have seen someone being beaten up.		
Yes	82 %	65 %
No	18 %	30 %
Total Responding	456	333
83. My house has been broken into.		
Yes	21 %	25 %
No	79 %	71 %
Total Responding	456	337
84. I have seen somebody get stabbed.		
Yes	26 %	32 %
No	74 %	64 %
Total Responding	454	337
85. I have seen somebody shot.		
Yes	29 %	32 %
No	71 %	63 %
Total Responding	455	336
86. I have seen a gun in my home.		
Yes	53 %	46 %
No	47 %	49 %
Total Responding	456	334

Appendix H: High School Student Survey Results for 1995 and 1996 (continued)

	1995	1996
87. I have seen gangs in my neighborhood.		
Yes	69 %	55 %
No	31 %	40 %
Total Responding	455	334
88. I have seen somebody pull a gun on another person.		
Yes	44 %	40 %
No	56 %	56 %
Total Responding	455	336
89. Did your teachers teach you any lessons about how to solve problems without fighting?		
Yes, once		21 %
Yes, two or three times		17 %
Yes, four or more times		15 %
No		40 %
Total Responding		331

Appendix I: Teacher Survey for 1995 and 1996

1. School Name:
   - a. Barrick ES
   - b. Berry ES
   - c. Burbank ES
   - d. Coop ES
   - e. De Chaumes ES
   - f. Durkee ES
   - g. Garcia ES
   - h. Herrera ES

   (the following schools will fill in two bubbles)

   - a and b. Janowski ES
   - b and c. Lyons ES
   - c and d. Northline ES
   - d and e. Roosevelt ES
   - e and f. Scarborough ES
   - f and g. Sam Houston HS
   - g and h. Patrick Henry MS
   - a and h. Fonville MS

2. Position:
   - a. Teacher
   - b. Administrator
   - c. Other (e.g., counselor, nurse, librarian)

3. I teach:
   - a. fourth grade
   - b. fifth grade
   - c. sixth grade
   - d. seventh grade
   - e. eighth grade
   - f. high school (grades 9-12)
   - g. I do not teach

4. Gender:
   - a. Male
   - b. Female

The following statements are about student discipline and staff relationships. Please indicate what best describes your opinion:

	Yes	No
5. Violence **among students** is a problem at my school.	a	b
6. Violence **from teachers to students** is a problem at my school.	a	b
7. Violence **from students to teachers** is a problem at my school.	a	b
8. Violence **among teachers** is a problem at my school.	a	b
9. My school has a written discipline policy.	a	b
10. I have a written set of standards for classroom discipline that I use.	a	b

Appendix I: Teacher Survey for 1995 and 1996 (continued)

	Rarely	Some-times	More often than not	Consist-ently
11. The school discipline policy is effective.	a	b	c	d
12. Disciplinary actions taken by school administrators are appropriate.	a	b	c	d
13. Good teaching is recognized and appreciated by the administration.	a	b	c	d
14. Faculty requests regarding discipline policy are acted upon promptly.	a	b	c	d

15. Compared to last year (1994-95), during this school year violence among students:
    a. has increased
    b. is the same
    c. has decreased
    d. don't know, I was not here last year.

16. Compared to last year (1994-95), during this school year the relationship between teachers and administrators:
    a. has improved
    b. is the same
    c. is worse
    d. don't know, I was not here last year.

17. Compared to last year (1994-95), during this school year the relationship among teachers:
    a. has improved
    b. is the same
    c. is worse
    d. don't know, I was not here last year.

During the past 30 days, what type of violence have you personally observed **among students** ?

Violence among students	0 times	1 time	2-3 times	4-5 times	6 or more times
18. Name-calling	a	b	c	d	e
19. Put-downs	a	b	c	d	e
20. Pushing	a	b	c	d	e
21. Slapping	a	b	c	d	e
22. Fistfighting/kicking	a	b	c	d	e
23. Ethnic discrimination	a	b	c	d	e
24. Gender discrimination	a	b	c	d	e
25. Sexual harassment	a	b	c	d	e
26. Biting	a	b	c	d	e
27. Hair pulling	a	b	c	d	e
28. Gang fights	a	b	c	d	e
29. Threats with a weapon	a	b	c	d	e

During the past 30 days, what types of violence have you personally observed from **students to teachers** ?

Violence from **students to teachers**	0 times	1 time	2-3 times	4-5 times	6 or more times
30. Name-calling	a	b	c	d	e
31. Put-downs	a	b	c	d	e
32. Pushing	a	b	c	d	e
33. Slapping	a	b	c	d	e
34. Fistfighting/kicking	a	b	c	d	e
35. Ethnic discrimination	a	b	c	d	e
36. Gender discrimination	a	b	c	d	e
37. Sexual harassment	a	b	c	d	e
38. Biting	a	b	c	d	e
39. Hair pulling	a	b	c	d	e
40. Gang threats	a	b	c	d	e
41. Threats with a weapon	a	b	c	d	e

During the past 30 days, what types of violence have you personally observed from **teachers to students** ?

Violence from **teachers to students**	0 times	1 time	2-3 times	4-5 times	6 or more times
42. Name-calling	a	b	c	d	e
43. Put-downs	a	b	c	d	e
44. Yelling	a	b	c	d	e
45. Pushing	a	b	c	d	e
46. Slapping	a	b	c	d	e
47. Fistfighting/kicking	a	b	c	d	e
48. Ethnic discrimination	a	b	c	d	e
49. Gender discrimination	a	b	c	d	e
50. Sexual harassment	a	b	c	d	e

The following items concern **your own personal experiences** during the past 30 days.

During the past 30 days:	0 times	1 time	2-3 times	4-5 times	6 or more times
51. A student insulted me (called me names).	a	b	c	d	e
52. A student hit (pushed, shoved) me on purpose.	a	b	c	d	e
53. A teacher insulted me (called me names).	a	b	c	d	e

Appendix I: Teacher Survey for 1995 and 1996 (continued)

54. Would you like more training in conflict resolution?
    a. yes b. no

55. Would you like more training in classroom management?
    a. yes b. no

56. During 1995-96, did you teach lessons from a violence-prevention curriculum? (e.g., conflict resolution skills include such skills as: identification of others' feelings, taking others' perspectives, responding empathetically to others, anger management, and problem solving.)
    a. No
    b. No, but I'm planning to teach them
    c. Yes, between 1 and 3 lessons
    d. Yes, 4 or more lessons

57. During 1995-96, have you referred students to Peer Mediation? (Peer mediators are students trained to negotiate a constructive resolution of a conflict between two students.)
    a. Yes, between 1 and 3 students
    b. Yes, 4 or more students
    c. No, we don't have Peer Mediation in this school
    d. No, my students have not needed mediation
    e. No, my students have done informal mediations in my class
    f. No, I don't know the referral process
    g. No, other reasons

58. During 1995-96, have you referred students to Peers Helping Peers? (Peer helpers are students trained to help other students to solve personal and academic problems.)
    a. Yes, between 1 and 3 students
    b. Yes, 4 or more students
    c. No, we don't have Peers Helping Peers in this school
    d. No, my students have not needed a peer helper
    e. No, my students help each other informally
    f. No, I don't know the referral process
    g. No, other reasons

59. Compared to last year (1994-95), how safe do you feel this year in and around the school building?
    a. I feel safer this year than last year.
    b. I feel less safe this year than last year.
    c. I feel about the same.
    d. Don't know. I was not at this school last year.

The following items address school and community climate.

	Strongly Agree	Agree	Neutral, not sure	Disagree	Strongly Disagree
60. Administrators and teachers collaborate toward making the school run effectively.	a	b	c	d	e
61. There is little administrator-teacher tension.	a	b	c	d	e
62. Teachers and subgroups of teachers collaborate toward making the school run effectively.	a	b	c	d	e
63. There is little tension among teachers or subgroups of teachers.	a	b	c	d	e
64. Students at this school are enthusiastic about learning.	a	b	c	d	e
65. Teachers feel pride in this school and in its students.	a	b	c	d	e
66. Student attendance is good; students miss class only for urgent and good reasons.	a	b	c	d	e
67. I like working in this school.	a	b	c	d	e
68. This school has set some goals as a school for this year and I know about them.	a	b	c	d	e
69. Community involvement is sought in developing the school's goals.	a	b	c	d	e
70. Our principal provides instructional leadership.	a	b	c	d	e
71. Our principal goes out of his/her way to help teachers.	a	b	c	d	e
72. Our principal compliments teachers.	a	b	c	d	e
73. Our principal recognizes faculty achievements.	a	b	c	d	e
74. Teachers feel free to communicate with the principal.	a	b	c	d	e
75. The principal talks with us frankly and openly.	a	b	c	d	e

Appendix I: Teacher Survey for 1995 and 1996 (continued)

The following questions are about how you feel about your work as a teacher:

	HOW OFTEN						
	Never	A few times a year	Monthly	A few times a month	Weekly	A few times a week	Daily
76. I feel emotionally drained from my work.	a	b	c	d	e	f	g
77. I feel used up at the end of the workday.	a	b	c	d	e	f	g
78. I feel fatigued when I get up in the morning and have to face another day on the job.	a	b	c	d	e	f	g
79. Working with people all day is really a strain for me.	a	b	c	d	e	f	g
80. I feel burned out from my work.	a	b	c	d	e	f	g
81. I feel I'm working too hard on my job.	a	b	c	d	e	f	g
82. I feel frustrated by my job.	a	b	c	d	e	f	g
83. Working with people directly puts too much stress on me.	a	b	c	d	e	f	g
84. I feel like I'm at the end of my rope.	a	b	c	d	e	f	g
85. I deal very effectively with the problems of my students.	a	b	c	d	e	f	g
86. I feel I'm positively influencing other people's lives through my work.	a	b	c	d	e	f	g
87. I feel very energetic.	a	b	c	d	e	f	g
88. I can easily create a relaxed atmosphere with my students.	a	b	c	d	e	f	g
89. I feel exhilarated after working closely with my students.	a	b	c	d	e	f	g
90. In my work, I deal with emotional problems very calmly.	a	b	c	d	e	f	g
91. I feel I treat some students as if they were impersonal "objects."	a	b	c	d	e	f	g
92. I've become more calloused toward people since I took this job.	a	b	c	d	e	f	g

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	HOW OFTEN						
	Never	A few times a year	Monthly	A few times a month	Weekly	A few times a week	Daily
93. I worry that this job is hardening me emotionally.	a	b	c	d	e	f	g
94. I don't really care what happens to some students.	a	b	c	d	e	f	g
95. I feel students blame me for some of their problems.	a	b	c	d	e	f	g

Thank you for your time.

Safe Schools Initiative

Appendix J: Curriculum

WELLNESS-TAAS CONNECTION
Safety & Violence Prevention

Reading Comprehension:

Objective 1 - The student will determine the meaning of words in a variety of written texts.
Activity: The student will complete a crossword puzzle containing safety/violence prevention words.

Objective 2 - The student will identify supporting ideas in a variety of written texts.
Activity: After reading an article concerning why an individual should not join a gang, the student will recall the supporting facts and details.

Objective 3 - The student will summarize a variety of written texts.
Activity: The student will paraphrase the main idea of a reading on the violent behaviors of some teens.

Objective 4 - The student will perceive relationships and recognize outcomes in a variety of written texts.
Activity: After reading a selection on the typical life of a gang member, the student will predict probable future outcomes for gang wanna-be's.

Objective 5 - The student will analyze information in a variety of written texts in order to make inferences and generalizations.
Activity: After reading a story about the lives of victims of violence, the student will understand the feelings and emotions of characters.

Objective 6 - The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.
Activity: After reading selections for and against joining gangs, the student will distinguish between fact and nonfact.

Social Studies:

Objective 1 - The student will demonstrate an understanding of civic values and the rights and responsibilities of American citizenship.
Activity: In order to settle a conflict non-violently, the student will understand that individuals may hold differing viewpoints.

Objective 6 - The student will demonstrate an understanding of sociological and cultural factors that affect human behavior.
Activity: The student will state how gang members can influence an individual's behavior.

Objective 8 - The student will demonstrate the ability to analyze relationships in social studies.
Activity: The student will describe how a gang is similar to and different from other community organizations.

Science:

Objective 2 - The student will demonstrate the ability to sequence, order, and/or classify scientific data and/ or information.
Activity: After analyzing a situation which ended violently, the student will arrange time, events, and/or activities ins sequential order

Objective 3 - The student will demonstrate the ability to communicate scientific data and/or information.
Activity: After obtaining information from various resources on the use of guns, the student will record data on graphs, tables, and other visuals.

Objective 4 - The student will demonstrate the ability to interpret scientific data and/or information.
Activity: The student will interpret data from a graph regarding violent acts committed by gang members.

Objective 5 - The student will demonstrate the ability to make inferences, form generalized statements, and/or make predictions using scientific data and/or information.
Activity: The student will make generalized statements, based on data and/or information, regarding the methods that gang members use to settle disputes.

Writing:

Objective 1 - The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.
Activity: The student will present a set of reasons intended to persuade a gang wanna be to NOT join a gang.

Objective 2 - The student will organize ideas in a written composition on a given topic.
Activity: The student will join related sentences, about safe practices, into paragraphs.

Objective 3 - The student will demonstrate control of the English language in a written composition on a given topic.
Activity: The student will use the fundamentals of grammar in a written composition on the hazards of gun use.

Objective 4 - The student will generate a written composition that develops/ supports/elaborates the central idea stated in a given topic.
Activity: The student will expand on topics of teen violence by collecting information from a variety of sources.

Objective 5 - The student will recognize appropriate sentence structure within the context of a written passage.
Activity: Given a series of statements on violence prevention, the student will recognize complete sentences and avoid fragments and run-ons.

Appendix J: Curriculum (continued)

Objective 6 - The student will recognize appropriate English usage within the context of a written passage.

Activity: When reviewing sentences about conflict resolution strategies, the student will recognize correct verb tense and correct form of tense of irregular verbs.

Objective 7 - The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

Activity: The student will use the fundamentals of spelling, capitalization, and punctuation when writing a passage regarding safe place to play.

Mathematics:

Objective 4 - The student will demonstrate an understanding of geometric properties and relationships.

Activity: Using metric and customary units, the student will measure the length of his/her hair, arm, nose, foot, etc. The student will understand that there will be differences and similarities among the classmates' measurements. This understanding can transfer to acknowledging the differences and similarities among individuals opinions and their cultural backgrounds.

Objective 12 - The student will express or solve problems using mathematical representation.

Activity: The student will analyze graphs and charts concerning violent behaviors and then use the information derived to solve the problem of making schools/communities safer.

Objective 13 - The student will evaluate the reasonableness of a solution to a problem situation.

Activity: The student will evaluate the reasonableness of a solution proposed to settle a conflict situation.

Appendix K: TAAS Objectives

WELLNESS OBJECTIVES
Safety and Violence Prevention

Kindergarten

Goal I: Myself:

3. Identify different feelings.
4. Tell ways that people show feelings.

Goal II: My Body:

8. Define germs and tell about staying well.

Goal III: My Relationships:

11. Demonstrate respect for others.

Goal IV: My Choices:

13. Discuss who can give medicines.
14. Name some poisonous substances.

Goal V: My Life

15. Explain why we have rules.
16. Tell what to do if someone hurts you.
17. Demonstrate what to do if you are home alone.
18. Name some safe places to play.

Goal VI: My World:

19. Describe people who keep them safe and healthy.
20. Demonstrate neatness with classroom materials and supplies.

First Grade

Goal I: Myself:

2. Describe warm and cold feelings.
3. Demonstrate ways that people show feelings.
4. Discuss situations that cause different feelings.

Goal II: My Body:

8. Describe daily practices that are important to staying healthy.

Goal III: My Relationships:

11. Demonstrate how to get along with others.
12. Discuss being a friend to someone.

Goal IV: My Choices:

15. List healthy remedies other than medicine.

Goal V: My Life:

18. Tell which personal behaviors keep children safe.
19. Identify situations that can be harmful.
20. Name adults who can help if someone hurts you.

Goal VI: My World:

21. Describe the role of health and safety workers.
22. Describe why a clean, safe environment is important to health.

Grade Two

Goal I: Myself:

2. State positive ways to handle feelings.
3. Discuss ways you can communicate your feelings.

Goal II: My Body:

8. List the ways germs can be spread.

Goal III: My Relationships:

11. Discuss family rules at home.
12. Explain why cooperation and consideration are necessary when working with others.

Goal IV: My Choices:

15. Explain how smoking harms the body.

Goal V: My Life:

18. Describe safety in play activities.
19. Demonstrate how to get help in an emergency.
20. Identify home accidents.
21. Tell how to protect yourself from strangers.
22. Explain abuse and what to do if it happens.

Goal VI: My World:

23. Identify people and places that promote health.
24. Identify ways to keep the environment safe and healthy.

Appendix K: TAAS Objectives(continued)

Grade Three

Goal I: Myself:

2. Compare individual responses to feelings.

Goal II: My Body:

7. List ways that one can keep the body clean and healthy.
11. Identify ways one can be protected from illness.

Goal III: My Relationships:

13. Identify concerns and problems families may have.
14. Define respect and demonstrate consideration.
15. Identify actions that will promote cooperation and consideration.

Goal IV: My Choices:

18. Identify the harmful effects of tobacco smoking.

Goal V: My Life

21. Tell how one can prevent accidents.
22. Recognize guns as a potential hazard.
23. List safety rules for fire, bicycle, and traffic safety.

Goal VI: My World:

24. Discuss laws that affect the community.
25. List four types of pollution and ways to prevent them.

Grade Four

Goal I: Myself

4. Discuss responsibility for feelings and actions.

Goal II: My Body:

8. Describe healthy choices and how they contribute to wellness.

Goal III: My Relationships:

12. List the four steps in making decisions.
13. Explain importance of goal setting.
14. Identify communication skills.

Goal V: My Life:

23. Identify problems that come with growing up.
24. Discuss the cause and effect of risk-taking behavior.
25. Explore safe practices in and around water.
26. Demonstrate first aid skills for burns and falls.

Goal VI: My World:

28. Discuss what it means to be a responsible community member.

Grade Five

Goal I: Myself

2. Relate needs to feelings and actions.
3. Discuss appropriate ways people can express their emotions.

Goal II: My Body:

7. Describe behaviors that affect personal health.

Goal III: My Relationships:

9. Identify ways conflicts can be solved.
12. Demonstrate communication skills.

Goal IV: My Choices:

15. Demonstrate examples of refusal skills.

Goal V: My Life:

18. Demonstrate responsibilities for safe living.
19. List emergency situations and appropriate first-aid techniques.
20. State types of abuse and sources of support.

Goal VI: My World:

21. Interpret health and social issues found in communities.

Appendix K: TAAS Objectives(continued)

Grade Six	Grade Seven	Grade Eight
Goal I: Myself:	*Goal I: Myself*	*Goal I: Myself:*
4. Analyze different expressions of feelings.	3. List five ways to manage stress.	2. Analyze situations that cause a teen to consider suicide.
5. Differentiate ways people cope with stress.	4. List current teen problems.	3. Determine positive ways to deal with a crisis.
		4. Determine where to get help for mental or emotional problems.
Goal II: My Body:	*Goal II: My Body:*	*Goal II: My Body*
11. Discuss communicable and non-communicable diseases.	7. Explain the causes and effects of communicable and non-communicable diseases.	9. Identify ways to prevent STD's.
Goal III: My Relationships:	*Goal III: My Relationships:*	*Goal III: My Relationships:*
12. Demonstrate communication skills.	9. Distinguish the value of communication skills in personal relationships.	10. Identify the responsibility of self and others in a relationship.
16. Define prejudice.	13. Define discrimination.	11. Identify ways to resolve conflict.
		12. Discuss how prejodice and discrimination affect a relationship.
Goal IV: My Choices:	*Goal IV: My Choices:*	*Goal IV: My Choices:*
17. Define peer pressure.	14. Describe responsible decision-making.	16. Differentiate between positive and negative peer pressure.
18. Outline the steps for responsible decision-making.	15. List and demonstrate five refusal skills.	17. Recognize that sexual decisions have an effect or consequence.
19. Identify situations when refusal skills are needed.	16. Apply decision-making skills to various situations.	18. Describe how to apply proper decision-making skills to critical and sensitive situations.
Goal V: My Life:	*Goal V: My Life:*	*Goal V: My Life:*
22. Identify risk taking situations during adolescence.	19. Evaluate the consequences of risk-taking situations.	22. Identify stages of death and grief.
23. Explore ways to prevent home accidents.	20. Apply safety principles to indoor and outdoor activities.	23. Define and practice basic first aid.
Goal VI: My World:	*Goal: VI: My World:*	*Goal VI: My World:*
25. Investigate the causes and effects of pollution.	23. Design a plan for protecting the environment.	25. Distinguish between natural and man-made disasters.

Appendix K: TAAS Objectives(continued)

Grades Nine - Twelve

Goal I: Myself:

1.3 Identify defense mechanisms and discuss how they can be positive or negative.
1.5 Examine ways to positively communicate feelings, needs, and opinions.
1.6 Identify positive intervention techniques for stress management.

Goal II: My Body:

2.10 Develop an individual wellness plan.

Goal III: My Relationships:

3.4 Describe how relationships influence our social health.
3.6 Investigate the prevalence of teen violence in today's society.
3.7 Describe signs of suicidal behavior and ways to assist a depressed individual.
3.8 Recognize the signs and symptoms of abuse and the importance of getting assistance for an individual.
3.9 Apply the decision-making process which is critical to teen relationships.
3.10 Examine personal feelings about death and dying.
3.11 Identify reasons why teens affiliate with and participate in gang-related activities.
3.12 Explore the permanent consequences of handgun use and injury; develop empathy for victims who suffer physical handicaps.
3.13 Develop an understanding of stress as a potential cause of teen gun violence and develop strategies to help reduce stress.

Goal IV: My Choices:

4.1 Recognize that making wise decisions helps control our lives.
4.2 Identify ways to cope with pressures related to sexual behavior.
4.3 Learn the term "date rape" and identify ways to keep from becoming a victim.

Goal V: My Life:

5.5 Review hazards related to recreational and outdoor activities.

Goal VI: My World:

6.1 Describe proper first-aid techniques.
6.2 Describe common hazards that require preventive measures or first-aid procedures.
6.3 Identify the cause, effect, and prevention of auto accidents.
6.6 Define quackery and list ways to recognize and avoid quacks. Identify agencies that protect people against quacks.
6.7 Explain the functions of various public agencies.